

1986

## An ethnographic study of the causal factors associated with teacher change

Helen Lynette Woodward  
*University of Wollongong*

Follow this and additional works at: <https://ro.uow.edu.au/theses>

### University of Wollongong

#### Copyright Warning

You may print or download ONE copy of this document for the purpose of your own research or study. The University does not authorise you to copy, communicate or otherwise make available electronically to any other person any copyright material contained on this site.

You are reminded of the following: This work is copyright. Apart from any use permitted under the Copyright Act 1968, no part of this work may be reproduced by any process, nor may any other exclusive right be exercised, without the permission of the author. Copyright owners are entitled to take legal action against persons who infringe their copyright. A reproduction of material that is protected by copyright may be a copyright infringement. A court may impose penalties and award damages in relation to offences and infringements relating to copyright material.

Higher penalties may apply, and higher damages may be awarded, for offences and infringements involving the conversion of material into digital or electronic form.

Unless otherwise indicated, the views expressed in this thesis are those of the author and do not necessarily represent the views of the University of Wollongong.

### Recommended Citation

Woodward, Helen Lynette, An ethnographic study of the causal factors associated with teacher change, Master of Education thesis, Faculty of Education, University of Wollongong, 1986. <https://ro.uow.edu.au/theses/2320>

T  
11.1  
68

(51)

UNIVERSITY OF  
WOLLONGONG  
LIBRARY

AN ETHNOGRAPHIC STUDY OF THE CAUSAL FACTORS  
ASSOCIATED WITH TEACHER CHANGE

by

Helen Lynette Woodward, B.Ed

A dissertation submitted in partial fulfilment  
of the requirements for the degree of  
Masters of Studies in Education in  
the University of Wollongong

January, 1986

✓

## TABLE OF CONTENTS

	Page
LIST OF FIGURES.....	iv
 Chapter	
I. INTRODUCTION.....	1
Aims.....	1
Rationale for Study.....	1
Locus of Study.....	8
II. REVIEW OF LITERATURE.....	18
Introduction.....	18
Teacher Change.....	19
Ethnographic and Naturalistic Research.....	22
Literacy and Learning.....	26
III. METHODOLOGY.....	30
Ethnographic and Naturalistic Research.....	30
Interviews.....	32
Preparation.....	32
Data collection.....	33
The questions for the interviews.....	33
Artifacts.....	36
Analysis: Issues and Procedures.....	37
Issues.....	37
Procedures.....	37
IV. ANALYSIS OF DATA.....	49
Change in Teaching Strategies.....	50
The Fragmented to the Wholistic Dimension.	50

The Teacher Controlled to the Child	
Controlled Learning Dimension.....	53
Change Agents.....	56
Sources of change.....	56
Leadership climate.....	60
Change that was precipitated by decisions beyond the teachers control.....	62
Teaching activities that engaged all three of the above.....	63
V. CONCLUSION.....	65
Immersion.....	65
Demonstration.....	66
Expectation.....	67
Responsibility.....	67
Approximations.....	67
Employment.....	67
Mutual Exchange Between Expert and Novice...	68
BIBLIOGRAPHY.....	69
APPENDIXES.....	75
Appendix A: Samples of Data.....	76
Appendix B: Samples of Material Used in Analysis of Data.....	93



## LIST OF FIGURES

Figure	Page
1. Scale of Development.....	39
2. The Fragmented to the Wholistic Dimension.....	41
3. A Traditional "Fragmented" View of Language and Literacy.....	42
4. Time Table: Fragmentation of Language/Literacy Areas.....	43
5. Time Table: Wholistic Language.....	44
6. Teacher Controlled Learning to Child Controlled Learning Dimension.....	47
7. Characteristics of Teacher Controlled Learning and Child Controlled Learning.....	47
8. Time Table: Year One.....	52

## CHAPTER I

### INTRODUCTION

#### Aims

This study aims to:

1. Describe and analyse the nature of teacher change in the literacy area within a primary school context.
2. Use ethnographic procedures to describe and explain the processes which affect teacher change.
3. Identify possible antecedent and/or causal factors associated with teacher change in a primary school within the South Coast Region.

#### Rationale for Study

A vast majority of people find the idea of change so threatening that they attempt to deny its existence. Over past decades change has accelerated. While there is no accepted measure which will quantify this change, Toffler (1975) establishes some ideas as to how we can assess its rate. Toffler (1975) points out that;

All "things" from the finest virus to the greatest galaxy are in reality, not things at all but processes. ... There is no static point against which to measure change. The future invades the present at different speeds. Thus it becomes possible to compare speeds of different processes as they unfold.

(Toffler, 1975, p28)

It is agreed widely by:

scientists, sociologists, economists and psychologists that many social processes are speeding up strikingly, even spectacularly. Toffler (1975 p29)

During past eras, when change in society was slow, men could and did remain unaware of this variable. Throughout one's entire lifetime the pace might have varied only a little. However an increase in the pace of life has brought with it increased speed of broad scientific, technological and social change, which is felt in the life of most individuals.

A great deal of human behaviour is motivated by attraction or antagonism towards the pace of life enforced on the individual by the society or group within which he is embedded. Failure to grasp this principle lies behind the dangerous incapacity of education and psychology to prepare people for principal roles in a super industrial society. (Toffler 1975 p49)

Education is allegedly concerned with preparing children to fit into this changing society. How are we, as educators, preparing people for principal roles in a super society? How have we helped learners learn strategies for survival in a changing world? A necessary precondition for change in education is that teachers must change first.

This is a world to which 'new education' addresses itself.

... that's why new kinds of teachers are needed to make it go.

(Postman & Weingartner 1971 p 149)

This process of change is reflected in the changes which have occurred in Literacy Education. Resnick & Resnick state that their research:

suggests that there has been a sharp shift over time in the expectation concerning literacy.

(Resnick & Resnick 1977 p 370)

In the eighteenth century, to be literate was to be able to sign one's name. By the early nineteenth century a highly educated literate person was expected to have a sound knowledge of theology, literature and the classics. The poorer class of people (and females) were not expected to be literate in the latter sense. The ability to read and write was not associated with literacy as it was understood in the 1800's. With the advent of compulsory education in 1870 in Australia, the lower classes were expected, through the public system, to "read fluently" while the upper class, through the private system, were expected to "read fluently and with expression." These ideals constituted literacy in the latter stages of the nineteenth century. Early in the twentieth century literacy was viewed as the skills required to decode print into isolated words and sentences and to transcribe the printed word in their own hand. In the 1980's to be literate means comprehension as well as composition of text. A literate society, according to Noelene Reeves in her article "How Literate is Literate", is a "society that has become print dependent for essential communications." (Reeves, 1985, p55)

It can be seen that in the literacy area there have been many changes in the levels, expectations and processes associated

with learning to read and write. Educators have needed to take these changes into account when providing programs for the children in their care. Such change has not been limited to the literacy area. It has been characteristic of many curriculum areas.

In New South Wales the major responsibility for implementing large scale change has usually devolved upon the State or Federal Departments. Over the years the New South Wales Department of Education has tried many ways to implement change as the need arose, but with limited success. The methods adopted by the Department in the past does not seem to have been based on any kind of theoretical principles. In what follows some of these methods will be briefly described.

#### The Do-It-Yourself Model

In the 1950's and 1960's new curriculum policies were posted to the schools and summarily allotted to each teacher. The assumption behind this approach seemed to be that it would be sufficient for a teacher to receive a new written document and change would automatically follow. Typically, the end result was that the new curriculum was usually placed on the teacher's bookshelf and forgotten about, but no appreciable change in either the teacher or the classroom occurred. There was to be a variation on this approach.

### The Hand-To-You Personally Model

In 1977 the "School Aims" document was handed out personally to each teacher by the inspectors in every district at a combined schools' meeting. This document was discussed and the teachers were sent on their way to implement it. Again it was "filed" and evidence of change was negligible. The assumptions behind this approach seemed to be that the personal "touch" would ensure implementation. The end result was some teachers felt obliged to read the issued documents but very few teachers, ever referred to them again.

### The Come and Get It Model

In 1980 another approach was tried. A language document had been distributed to schools some years before (1974) and it was decided to add a new reading section to it. Again the document was distributed school by school by the District Inspectors, along with a brief outline of some of its contents. Inservice courses were set up. A subsequent evaluation in one district revealed only six percent of the teachers surveyed were using the document as it had been intended or had shown any appreciable change.(Cambourne & Logan 1984). It is reasonable to assume that these results would have been representative of most regions. The assumptions behind this approach seemed to be that after the curriculum had been handed out personally then each teacher would be able to "come and get," from an inservice course, all the information needed for implementation of the new curriculum. The end result was that only the interested teachers went to the

inservice courses. Some of them used the ideas and this group constituted the six percent. Others continued as they had prior to the receipt of the document.

### The Yeast Model

The Department tried yet another variation in 1981 with a new science curriculum. This was handed to everyone by their Principals. However one teacher from each school was selected to go to a special two day course with the idea of in-school inservicing as a result. The assumption behind this approach seemed to be that if one "good" teacher was "educated" and sent back to the school, a change in the original "mix" would take place and everyone would rise to the occasion by implementing the new curriculum. Typically, the end result was that again the document found its way to the back shelves and was not frequently used.

The assumption underlying the Department of Education's attempts to bring about change, although naive, was interesting. They showed progression from the completely impersonal "Do-it yourself" model to the highly personalized handing out of curriculum. The assumption being that if you give teachers a curriculum personally they will feel obliged to implement it. When this did not work a further assumption was made. If the teachers had direct input in the form of inservice courses they would implement the new curriculum. Finally it was assumed that infiltration would create the necessary change.

All these issued curriculum policies and many more stipulated that a change was required; change in teaching method, change in teaching theory, change in teaching programs, change in teachers' thinking, but very little did change. Why? One reason is that those who were trying to bring about teacher change apparently had no well established theory base concerning change in teachers.

While there are many barriers to educational change, the most apparent one is that there has not been sufficient research into the whole phenomenon. While realising the necessity for change educationalists and administrators have not operated from a viable theory base.

Postman and Weingartner sum the situation up concisely:

The purpose is to produce people who can effectively cope with change. To date none of the new educational technology has had this as its purpose."

(Postman & Weingartner 1971 p147)

This study is an attempt to redress the lack of research evidence, and seeks to explain the phenomenon of teacher change in a theoretically consistent way. Although small in scope, the study aims to explore the processes associated with change within an average sized primary school and to add to the developing theoretical perspectives in the area.



## Locus of Study

### (i) THE SOCIO-PSYCHOLOGICAL CONTEXT OF THE STUDY

Figtree Primary School lies on the side of a steep incline that is predominated by the Australian Iron and Steel's official residence, "Greehills". A giant Illawarra fig tree that played host to many aboriginal ceremonies in centuries past, gives the Figtree community its name. It is into this setting Miss S., a classroom teacher, drives each morning.

It is eight o'clock as Miss S's car pulls into the car park even though the required time for entry on duty is 8:45. Today as on many other days she has a committee meeting at 8:30 and she must prepare her classroom for the daily routines of continual face to face teaching from 9:15 to 3:15.

Miss S teaches a Year 2 in a wooden building at the far end of the school ground. First she cleans the board of yesterday's work being careful to record the words for the "space" word bank the children gave her yesterday. The date is adjusted and a news item involving terminology about their theme "space" is written on the board.

The maths for the day is related to the concept of capacity and all the containers are in the Year One room. Miss S heads off to pick up this equipment. On the way she is greeted by Mrs R the E.S.L. (English as a Second Language) teacher. Mrs R is busy noting likely position of a local ant colony in order to show

ten of the hundred children she withdraws from the classrooms for specialized instruction in language. These children come from backgrounds where English is their second language.

The Year One classrooms are situated in a bushland setting with four classrooms facing a large open area. The capacity equipment is usually housed in this area but this morning it is nowhere to be seen.

"How infuriating! Oh well, that will have to wait until tomorrow. There is no time to be chasing it up now. Today maths will have to be measuring length." Miss S thought to herself. She had plenty of material for this lesson in her room.

Back in her classroom Miss S retrieved the book "Barney's Space Rocket" from her bag. She had taken it home to peruse its content prior to reading it to the class after S.S.R. (Sustained Silent Reading) The language input for the day was to be based on movement to "space" music. The music was selected and the tape recorder was ready. Recording boards were prepared for recording the feelings and ideas experienced during the movement time.

A demonstration for "Process" writing was next. "What was that problem several children were having the other day?" Miss S asked herself. A quick reference to her lesson plan revealed that quite a few children needed help in extending their

sentences and giving more detail. Miss S had already asked Mary if she would mind if the class used her latest story for this purpose. Mary's affirmation was followed by the preparing of a Overhead Projector Transparency of the first two pages of Mary's story.

The time by now was fast approaching 8:30 so the afternoon activities would have to wait until lunch time. Hastily Miss S collected her committee papers together and headed for the meeting room. This was a pleasantly furnished room in the administration block towards the front of the school grounds. Comfortable chairs and pot plants made it conducive to the relaxed but well organised atmosphere of this school's committee meetings.

This morning it was the Language Committee and Mr J, a classroom teacher who had applied to be assessed for his first promotion, was the chairperson. The responsibility for each committee fell to those teachers seeking promotion or the school executive who hold such positions as Principal or Assistant Principal. The Principal, as head of the school, was present at this committee meeting as an ordinary committee member and not in his official capacity.

Mr J. led the meeting by outlining the action plan for next term and discussing with the committee members various ways of evaluating reading in preparation for the staff meeting that

afternoon. They hardly seemed to have started when the assembly bell hailed the advent of classroom duties. The committee meeting was hurriedly drawn to a close and its members dispersed to the assembly area. Morning greetings were exchanged between teachers and children under the supervision of the Assistant Principal (Primary). The children were dismissed to their respective classrooms and the prepared routines were put into action.

Miss S's morning went without interruption except for Mr P., the teacher of the physically handicapped children coming into the room to assist Joey who was confined to a wheel chair with Muscular Atrophy. He needed both academic and physical assistance in order to operate in a normal classroom situation. This Mr P did without intrusion into the classroom routines.

The bell indicated it was time for recess. Hurriedly the children packed away their maths work and went outside. Miss S and Mr P headed for a well deserved cup of coffee in the staff-room. The allocated ten minutes barely gave them time to sit down but the staffroom also had a very congenial atmosphere about it and was a welcome relief from the classroom pressures. Again the furniture was comfortably arranged with two sets of chairs and tables. One set was of low chairs and coffee tables and the other set was of soft chairs and a work table. Conversation was usually about current teacher activity in or outside the school but today the Community Languages teacher Miss E. who teaches Italian to a selected group of children, had been having

difficulties with James a Year 3 boy. He had been very disruptive in class. Most of the teachers joined in the conversation offering various solutions. The bell rang and it was back to class again but not before Miss E's supervisor, the Assistant Principal (primary) had offered to discuss James' behaviour with her at lunch time.

Year Two were already entering their room by the time Miss S arrived back for the staffroom. They were preparing for Sustained Silent Reading or S.S.R as it is sometimes known. During this time the children and the teacher take a book or magazine and read it quietly to themselves for ten to fifteen minutes. After this Mrs R came in and took five of the non-english speaking children out to observe her latest find in ant colonies. The rest of the class continued with the language activities Miss S had prepared.

Lunch time arrived unceremoniously. The children left the classroom and Miss S remained to prepare for the afternoon. This required organization of a video about Personal Development. This is an area where the children observe and practice activities to develop their own self esteem and a caring attitude towards others. Following the video the children would be required to break into groups and discuss the problems experienced by the little boy in the video.

For craft that was to follow provision had to be made for the construction of "space ships" etc. from "junk". Paste,

boxes, tape and paint had to be assembled for the children to use. The final activity for the afternoon would be a reading sharing time with Year Six. No preparation was needed for this so Miss S found her way to the comfort of the staffroom. She was not on playground duty this week but next week she would only have twenty minutes for lunch.

The staffroom was quiet today. It was near the end of term and everyone was tired. There was a discussion going on up the far end about satisfactory dining venues and at the coffee tables one of the full time casuals who was replacing Mrs L. on Year Five while she was on Long Service Leave, was asking the Assistant Principal (infants), Mrs M. about a problem he was having with process writing. Miss S decided to join this group in the hope that she might be able to find a solution to a couple of problems she was having. Several suggestions and references were made and then someone started telling jokes. Soon the quiet end of term staffroom echoed with its usual reverberation. Teachers changed playground duty and Mrs M was called to the phone. Several of the teachers went to their room to prepare for the afternoon. By the time Miss S had her lunch, found the required video and acquired some more glue from the store room it was time to go back to the classroom.

The afternoon went as planned except that the children became highly engrossed in their space ships and were not quite ready when the Year Six children arrived for reading. This meant that Year Six became noisy while waiting and it took time for

everyone to settle down to the allotted task. The final bell of the day saw a scurrying of books and children as they finalized their activities and prepared to be dismissed.

The day was not over however for Miss S. There was the final tidying of her desk and room before she gathered the books and programs so that tomorrow's lessons could be planned at home tonight, and hastily retreat to the staffroom for a 45 minute staff meeting.

The staff meeting as usual began with the much needed cup of coffee and was conducted by Mr J as the chairperson of the Language Committee. The subject today was methods of reading evaluation. It was always difficult for Miss S to concentrate during staff meetings. Not that they weren't interesting but she was so tired by the end of the day. However this meeting wasn't just a lecture. It was a workshop where each group listed the various methods of reading evaluation they were currently using or had used. These were discussed and relevant information was noted. Miss S didn't realize that there were so many different types of evaluation. Some of the discussion points gave her some ideas she felt she could use in her classroom. Four o'clock and the meeting finished according to schedule. Most teachers hurried off to their various after school appointments. A couple cornered Mr J and asked for further information about the meeting. Miss S gathered her books and bag and headed home.

(ii) THE COMMUNITY CONTEXT OF THE STUDY

Figtree is a suburb of Wollongong located on the highway, six kilometers south of the city. It has a mixed socio-economic background in that there are four main feeder areas to the school. A caravan park and housing commission units represent the itinerant portion of the community while privately owned homes range from moderate to expensive. There is a large proportion (thirty three percent) of ethnic families, the majority of which are Macedonian. Unemployment has effected the area in that families have moved out of the area to avoid unemployment or to obtain work. As of October 1984 (School survey) only one family was recorded as unemployed.

(iii) THE DEMOGRAPHIC CONTEXT OF THE STUDY

(a) School Size. Figtree Primary School is a 300 pupil government school. The children from the ethnic community are first generation Australians but English is their second language. A fully integrated Physically Handicapped Unit of 17 children is also attached to the school.

In 1981 new buildings were completed and at the end of that year the enrolment increased warranting three new teachers expanding the executive from Principal and one Assistant Principal to Principal and two Assistant Principals. This also meant the instigation of an Infants Department but at no time was this a physical division, a whole school Kindergarten to Year Six was maintained at all times.



Community and parent involvement increased over the years with representation on all committees as well as assistance on sport, reading, music etc. The P & C (Parents and Citizens) meetings were poorly attended except for controversial issues that appear once or twice a year. Because of the open access and community involvement in the school most parents are satisfied with their knowledge of school organization and curriculum.

(b) Teaching Staff. The only teachers to leave Figtree in the past four years have been for child caring, retirement, forced transfer (due to decreasing numbers) or promotion. At present there is a staff of three executive (two teaching positions), nine assistant teachers, two teachers of the Physically Handicapped, one English as a Second Language teacher, one Librarian, one music/craft teacher and one community language teacher. Due to maternity and long service leave there has always been full time casuals at the school.

Organisation within the school was based on the hierarchy of the Principal, Assistant Principals, grade and subject supervisors (classroom teachers who held list 1 and 2 status plus executive.) and class teachers. The executive met fortnightly with the supervisors meeting on the alternate weeks. A number of school committees were responsible for various curriculum areas and drew representatives from teachers across the grades and members of the community.

The executive and staff considered their professional

responsibility to extend beyond the grade to curriculum areas as well as additional organisational activities such as sport and music. Most teachers however were primarily concerned with their function as a classroom teacher and the responsibilities emanating from this position.

The incidence of new teachers arriving at the school was as follows;

1982 - five including both Assistant Principals.

1983 - two assistant teachers.

1984 - one P.H.U. teacher and a librarian.

1985 - three including a new Principal and Assistant Principal.

For the purpose of this study eleven teachers were interviewed. They were divided into three categories:

A - Teachers at the school prior to 1982.

B - New teachers in 1982 and 1983

c - New teachers in 1984 and 1985

Each of these teachers are recognised throughout the study by the numbers 1 to 11. According to the above criteria teachers 1 to 5 are in category A, teachers 6 to 9 are in category B and teachers 10 to 11 are in category C.

## CHAPTER II

### REVIEW OF LITERATURE

#### INTRODUCTION

For this study three main areas of literature were used. These were Teacher change, Ethnography and Naturalistic research and Literacy and Learning.

Huberman (1983), Doyle and Ponder (1977), Johnson (1984) and Joyce, Bush and MacKibbin (1982) have all documented research on the causes and effects of teacher change. Such information was particularly valuable as it initiated classification of teachers and schools and nominated some of the requirements for teacher change to occur through inservicing. Postman and Weingartner (1971) devote a whole chapter to reasons for teacher change and the possibilities of change occurring in trainee teachers more readily than in the "seasoned" teacher.

Brice-Heath, Guba (1982), Willems & Raush (1969), and Kantor et al (1981) discuss methodology of research and the growing importance appropriateness of Ethnography and Naturalistic research to the areas of literacy.

{ Holdaway (1979), Cambourne (1984) Parker/Davis (1983) and  
Hardt (1983) discuss in detail the nature and composition of

### TEACHER CHANGE

Many authors and researches have identified the problems surrounding teacher change. Johnson (1984) considers some factors that may be related to change in what he cites as "change proposals". He argues that there are five such proposals and if change is to occur the difference between these proposals must be acknowledged. The factors related to the nature of the change proposals are:

- (i) The source of the proposal.
- (ii) The purpose of the proposal.
- (iii) The form of the proposal.
- (iv) The level of the change required by the proposal and
- (v) The breadth of the teacher change required by the proposal.

He applies these proposals to the language curriculum identifying some of the problems faced within the school situation, particularly the fact that "most language curriculum changes appear to possess few of the characteristics that would make them appeal to teachers" (1984 p67). For most teachers the suggested proposals necessitate significant expansions of the breadth of their teaching.

Joyce and his colleagues (1982) put forward some ideas about how change could take place. For change to occur Joyce et al prescribes five training components that should be part of training and inservice courses. These components are:

- (i) Presentation of theory.
- (ii) Modelling or presentation.
- (iii) Practice under simulated conditions.
- (iv) Structured feedback and
- (v) Coaching for application.

Postman and Weingartner (1969) felt that it would be unreasonable to expect experienced teachers to change although they acknowledge that there are some teachers who know how desperately change is needed. They feel that it is the teachers of the future who are going to make the difference as far as changing education is concerned. They suggest several methods whereby such change may occur. Postman and Weingartner suggest that if during the training stages of a teacher's career method courses were redesigned to be model learning environments then an educational revolution might begin.

Doyle and Ponder (1977) and Joyce et al (1982) all feel that teachers can be categorised and that it is dependent on these categorisations as to how much change can be expected to take place. Doyle and Ponder designate three categories. These are:

- (i) The Rational Adopter who can be persuaded to change by information disseminated from the resource system.

(ii) The Stone-age Obstructionist who tends not to react to change and

(iii) The Pragmatic Skeptic who accepts or rejects change on the grounds of its practicability. Most teachers fall into this category.

Joyce et al (1982) however have selected five categories.

These are :

(i) The Omnivores who generate considerable energy for themselves and exploit all opportunities.

(ii) The Active Consumer who becomes involved in one or more areas but does not exhibit as much initiative as the Omnivores.

(iii) The Passive Consumer who rarely seeks or initiates any new activities.

(iv) The Entrenched who are unlikely to seek out change and will withdraw if anything threatens the status quo.

(v) The Withdrawn who is likely to push away change. These teachers are not risk takers.

Joyce et al also discuss the growth states of the school. These growth state are:

(i) Energising which is a school that reaches out towards new ideas.

(ii) Maintenance Orientated school which value a stable social system above all else and

(iii) Depressant school which is unstable and insecure and where a survival atmosphere exists.

The matching of the teacher categories with the school

categories allows educators to assess the possibilities for change to take place in any one teacher. For example if an Omnivore or an Active Consumer were at an Energising school the chances of change taking place would be high, whereas as Entrenched teacher at a Maintenance Orientated school would proffer little change.

Huberman (1983) looks at the classroom. He suggests there are constraints within the classroom that determine the attitude of the teacher towards change. These are:

- (i) The immediacy and concreteness which refers to pressure for quick and decisive action.
- (ii) The multidimensionality and simultaneity which refers to the diverse and numerous tasks that have to be carried out all at one time.
- (iii) The unpredictability which refers to the instability of the relationship between what the teacher teaches and what the child learns and
- (iv) The personal involvement which refers to the extremely personal interactive nature of classroom teaching.

All of these authors examine and categorise the deterrents to change pointing out that only in a few idealic situations was change within the schools likely to take place.

#### ETHNOGRAPHY AND NATURALISTIC RESEARCH

Brice-Heath initially develops her ideas of ethnography through anthropology. She discusses the goals of ethnography and the range of techniques an ethnographer should use. She

emphasises that in this context an ethnographers task is to describe the culture of the group being studied, identify patterns and structural regularities with the processes of both continuity and change. Ethnographic studies involve more than simply participant-observations or naturalistic research in non-contrived settings. Consideration must be taken by the researcher of the "applicability of the methods and theories used" (Brice-Heath p6)

Brice-Heath also claims that all too often the Ethnohistory is omitted from Educational Ethnographic research. It is needed as background information and is valuable in showing connections between the past and the present. Particularly in education it is necessary as even textbooks play an important role and teachers and administrators affect school curricula.

Microethnographic work emphasises the wholistic nature of cultures and the need of the ethnographer to deal with the total range of human activity as socially determined.

Artifacts are also important according to Brice-Heath, the "tangible object". They often give knowledge about background to relationships and role behaviours. Ethnographic studies in familiar settings of complex societies often give little attention to artifacts since they are so often taken for granted by those socialised into that society.

Attention is drawn to the strengths and weaknesses of Ethno-



graphy and these are closely aligned with the Axioms and Postures that Guba (1982) elaborates on. Here he compares Rationalistic and Naturalistic research under the following axioms:

- (i) Nature of reality.
- (ii) Nature of the relationship.
- (iii) Nature of truth statements.
- (iv) The attribution and explanation of action and
- (v) Relation of values of inquiry.

Guba notes that there are also postural differences, namely:

- (i) Quantitative versus qualitative.
- (ii) A priori versus grounded theory.
- (iii) Propositional versus tacit knowledge.
- (iv) Objective instruments versus human.
- (v) Productive versus emergent designs.
- (vi) Contrived versus natural setting.

Guba discusses these axioms and postures and concludes that researcher must decide which paradigm to use. The rationalistic paradigm should be used for hard life sciences and naturalistic for human and behavioural sciences. Willems and Raush (1969) also express ideas about selecting the correct paradigm. Their article was written to:

- (i) Fill in the gaps in methodological literature.
- (ii) Change the attitude of some researchers and
- (iii) Consolidate other researcher interests in Naturalistic research.

But the main point they raise is the question of choosing the

appropriate methodology. Willems and Raush emphasise that one should not be a one method person but should look at the problem first and then decide the method. They discuss the fact that every theoretical formulation and every method of research must be evaluated in terms of its contribution towards achieving your goal.

Kantor et al. (1981) argue that it is important that researches choose methods appropriate to the purpose of their studies rather than arbitrarily restricting themselves to methods that seem to be required by a particular paradigm.

Guba looks particularly at the naturalistic paradigm in relation to researching reading and points out that its axioms provide a better "fit" than the rationalistic paradigm. It should be used, Guba states, because of the nature of language instruction and because it is more "value-resonant" with emerging theories. (Guba 1982 p 17)

Brice-Heath also discusses how some essentials of ethnographic research might be carried out in a community-to school study with a focus on literacy.

Kantor et. al. state that "ethnographic inquiry has traits which make it uniquely suitable to investigation of language teaching and learning." (p301) They look at the relevant features of ethnography and cite five aspects which bear strong relationships to essential elements of language teaching. These are:

- (i) Hypothesis generating.
- (ii) Importance of context.
- (iii) Thick description.
- (iv) Participant observation and
- (v) Making meaning.

Both Guba and Kantor agree that there are some problems and limitations in conducting naturalistic research. Some of these are validity, reliability and objectivity. Efforts, according to Guba to overcome these problems have been made by using such techniques as peer debriefing, triangulation, member checks and purposive sampling.

#### LITERACY AND LEARNING

The close alliance between all areas of literacy is discussed in detail by Cambourne (1984), Parker/Davis (1983), Holdaway (1979) and Hardt (1983). They draw important conclusions about the ideas and implication literacy has on the classroom teacher. Both Cambourne and Holdaway refer to the connection between how a child learns to speak and how they learn to read and write.

Cambourne in his article shares some of the prejudices he has about literacy and learning. He believes that learning should be uncomplicated, natural and durable. Cambourne questions the failure of the implementation of current curriculum statements and comments that whenever he begins language teaching it inevitably finishes up with the emergence of strongly

entrenched notions about language development. Two assumptions arise from these notions:

- (i) The written form of language is secondary to oral and
- (ii) Learning can only take place in a teacher directed situation.

These assumptions are examined and the conclusion is drawn that certain conditions must operate in order to permit learning to occur. Cambourne expresses these conditions in terms of a child learning to speak. The seven conditions are:

- (i) Immersion. The total immersion of the learner in an environment of whole language.
- (ii) Demonstration or models. The child receives thousands of demonstrations of the spoken form of language being used in a functional manner.
- (iii) Expectation. We "give off" expectations both positive and negative but parents do expect that their children will learn to talk.
- (iv) Responsibility. The children are left to take responsibility for what they learn in their own language.
- (v) Approximations. Adult competence is not expected when a child is learning to talk. Approximations are tolerated.
- (vi) Employment. Unlimited opportunities to employ the medium of speech are given to the young child.
- (vii) Feedback. This is embedded in our natural ongoing flow of language as you give approval 'well done' or "yes".

Cambourne bases his theoretical statement on the belief that educators should be required to examine and clarify curriculum

initiatives which are based on "natural" learning. He points out that this would require a shift in ideology. Successful implementation of these initiatives can only take place by understanding the nature of language and how it is learned. Finally Cambourne states that this theory must be put into practice if change is to occur in the field of literacy.

Holdaway has nominated conditions similar to Cambourne. He includes the notions of immersion in the medium, demonstration of how the process works and the necessity for interaction. In a later article Cambourne (1985) takes this idea of demonstration one step further as he discusses the necessity for engagement as an added condition of learning.

These conditions, according to both Cambourne and Holdaway, are considered essential in the understanding of the emerging interest in a more "natural" view to learning and pedagogy. Cazden's article in the Parker/Davis volume "Adult Assistance to Language Develops Scaffolds, Models and Direct Instruction." argues that the kinds of skills children need to learn in order to be considered literate are continuous with the skills children learn in their daily rounds of verbal interaction with parents and peers. Literacy skills, Cazden points out, should be learned under the same condition that make the learning of the oral mode of language such a success.

Parker/Davis, Hardt and Holdaway all put forth some arguments which seriously challenge the traditional fragmented view of literacy education. These volumes look at the developmental

continuity across all modes of language behaviour.

Holdaway suggests strategies for integrating reading, writing, listening and speaking while Aull's article in the Hardt volume "Relating Reading and Other Language Arts: A Need for Reasoned Decisions" describes four of the most influential models used to explain reading and language processes in the past decade. These are:

- (i) The skills model.
- (ii) The psycholinguistic processing model.
- (iii) The discourse model and
- (iv) The comprehension model.

The wholistic approach to language is further discussed by Atwell in her article in the Hardt volume, "Reading, Writing, Speaking and Listening: Language Response in Context". In this article she states that:

There is a single language process that expresses itself in alternate forms but that acts as a shared core for each of its expressive modes ... Reading is one expression of language that is intricately affected by, and in turn, affects other linguistic expressions ... What is learned through one expression is used to support language growth and expression in each other mode. (Hardt p24)

Atwell concludes by pointing out that:

Children must be allowed to talk with one another, read, listen and write, Not because they need to strengthen their language skills but because as social beings they need to communicate. (Hardt p29)

The implications of the statements made in these volumes are that the concept of literacy is changing within the schools and in order to cope with this changing concept, classroom strategies must change and teachers must change.

## CHAPTER III

### METHODOLOGY

#### Ethnography and Naturalistic Research

Choosing a paradigm to fit the problem was not difficult. Many researches agree that ethnography is the most appropriate paradigm to use when researching language. (Brice-Heath, Guba, 1982; Kantor, 1981)

Because ethnography involves observations of people in their natural setting with a basic aim to discover recurring patterns in the data collected and to explain the meaning and significance of those patterns, a more detailed result can be obtained and a theory generated.

The main advantages of this style of research are that:

(i) The observations that are able to be captured can be done in a natural setting and therefore have a high level of validity.

(ii) The theory develops out of the data as against rationalistic research where the researchers pre-establish a theoretical stance that can determine how the data is interpreted.

(iii) The richness of the data collected provides an excellent base for generating theory.

(iv) The development of understanding of the subject and the problems involved assists researchers in the interpretation of data.

Education inquiry should engage researchers and consumers in dialogue rather than isolate them from each other as rationalistic research tends to do. (Kantor et al 1981) The very nature of the intended inquiry indicated that interviews would be one of the best techniques to use for data collection. In looking at naturalistic interviewing it was obvious that this style of interviewing suited the situation far better than the formal pencil and paper survey questionnaire as these questions are impersonal and limit the interviewee's response range. The naturalistic interviewing style of questioning must be of an open ended nature. This allows the interviewees to express themselves openly and naturally. Probes are able to be used to expand the initial statement therefore establishing a deeper understanding of the data. This kind of interview is very helpful but is also extremely challenging. It must be understood that it is not unstructured, perhaps non standardized but each interview clearly has a specific purpose and a specific structure to guide its implementation. (Wolf 1979 p25)

The advantages of naturalistic interviewing are:

(i) There is less chance of misunderstanding.



- (ii) The questions are tailored.
- (iii) More accurate responses are able to be made.
- (iv) A more in depth and complete picture becomes available.
- (v) Its flexible.
- (vi) It allows redirection, probing and summarization.
- (vii) It uses natural language.
- (viii) It develops rapport.
- (ix) It provides information quickly.

## Interviews

### Preparation

As the researcher was a member of the staff of Figtree Primary School some of the usual pre-interview procedures were unnecessary. For example the interviewees did not need to be identified. An abundance of background information was readily available about these teachers as the researcher had been their supervisor in literacy for the past two years. Appointments were arranged with each teacher, the purpose was explained and time commitment estimated. No one declined to be interviewed.

The venue for the interview was not as relaxed as the researcher would have liked. The Assistant Principal's office seemed the best location as far as the geographical set up of the school was concerned but because of its physical layout there was no way she could arrange the seating other than across the desk. Comfortable chairs and a closer, less austere proximity would have been preferable.

### Data Collection

In each interview it was explained in more detail that information was being collected about teaching language. The initial discussion was aimed at casting the interviewee's mind back to the class they were teaching in 1981. This allowed them time to consider as many aspects of their teaching in 1981 as possible, separating their current philosophies from those they held in 1981.

A tape recorder was used for the first interview in order to supplement the note taking. However it was found that note taking during interviews was much easier than had been anticipated. This may have been because of the structure and organization of the questions. They flowed well and hence the interview flowed in a logical manner allowing the teachers to express themselves fluently with probes being used when necessary.

### The Questions for the Interviews.

The questions central to the interviews were as follows:

The Questions	The Purpose of the Questions
1. What class were you teaching in 1981?	1,2 & 3 To focus the interviewee's thoughts on the class he/she was
2. Was there anything specific that you can remember about that class?	teaching in 1981, its composition and specific qualities.
3. Approximately how many E.S.L. (English as a Second Language) and/or P.H.U. (Physically Handicapped Unit) children did you have?	

The Questions.

I want you to focus now particularly on language.

4. Tell me what type of reading

writing

speaking

listening

activities you did in that class.

5. How was your class organised or grouped?

6. What was your learning theory at this stage? How did you think children learnt?

7. What class were you teaching in 1985?

8. Was there anything specific that you can remember about that class?

9. Approximately how many E.S.L. (English as a Second Language) and/or P.H.U. (Physically Handicapped Unit) children did you have?

I want you to focus now particularly on language.

The Purpose of the Questions

4.To focus on the language

activities that were carried out in that class in 1981.

5.To inquire about his/her ideas on grouping and general class organization in the 1981 class.

6.To establish each teachers' basic learning theory at the time given the above situation and organization.

7 to 12. As above but with reference to 1985, therefore establishing a basic concept of the changes that had taken place from 1981 to 1985.

The Questions.

10. Tell me what type of reading

writing

speaking

listening

activities you did in that class.

11. How was your class organised or grouped?

12. What was your learning theory at this stage? How did you think children learnt?

13. In what ways do you think you have changed in your teaching of language in the past four years?

14. What has influenced this change?

15. What inservice courses have you been to that have influenced your teaching particularly in language? Why?

The Purpose of the Questions

13. To allow nomination of any areas of change during this period.

14. To establish some of the influences that had affected change in the interviewee's teaching of language.

15 to 18. To give some direction as to influences that could have been instrumental in the changes that took place.

The Questions.

16. What in-school inservice has had some effect on your language teaching?

Why?

17. What reading have you done that has influenced your language teaching? How?

18. What people have influenced your teaching of language? How and why?

19. Has there been any other factors that you feel have influenced your language teaching?

The Purpose of the Questions

19. To allow for further extension of ideas not already covered.

Particular note was taken that as these were naturalistic interviews the above questions did not take the form of a questionnaire but were a guide that formed the basic structure of the interview allowing probes to be asked in order to further illustrate the points the teachers were making.

Artifacts.

As many 1981 and 1985 programs and timetables as possible were collected.

## Analysis: Issues and Procedures

### Issues.

Because an ethnographic mode of research was used it was necessary to work the collected data into categories before any actual analysis could take place. These categories had to be formed so that the emerging principles could be analysed. Both the categories and the principles are issues in the sense that ethnography is based on the assumptions that the human is a sensitive measuring implement. In using such an implement care had to be taken to ensure accurate results.

### Procedure

In this study three types of analysis were carried out. These were:

- (i) Generalizations.
- (ii) Scale of Development.
- (iii) Dimensions of change.

(i) Generalizations. Complete familiarization with each interview was necessary before further analysis could be achieved. The latter portion of each interview, the change agents, was worked with initially. This was because the influences that caused change or the change agents were more easily accessed. This familiarization was done by reading each interview many times to establish some commonalities. Each interview was then marked with highlighting pens to isolate the emerging ideas. (Appendix B) Each set of ideas was drawn together and a generalization about each set was formed. Seven

generalizations were established about these change agents. They were:

- (a). Positive interaction with other professionals is indispensable if change is to occur.
- (b). Input from others is a contributing factor to change.
- (c). Demonstration plays an important part in learning new methods.
- (d). A strong, supportive executive is necessary if change is to occur.
- (e). Change is sometimes brought about by decisions made by outside agencies.
- (f). Input by indirect interaction with systems causes change.
- (g). Giving input to others develops change.

The initial portion of the interviews which was the teacher strategy section, proved more difficult to categorize. Charts were made to map each teachers strategies under the following headings:

- (a) Strategies used in 1981.
- (b) Strategies used in 1985.
- (c) Changes in strategies.

From these charts (Appendix B) five additional generalizations were established. They were:

- (a). Teacher change is characterised by the teacher being able to cater for the children individually.
- (b). A change towards a wholistic approach to language is evident.

(c). A move from teacher orientated to child orientated programs indicated teacher development.

(d). Development of teacher expectations of the children's performance and behaviour shows further teacher change.

(e). Experiential activities played a more important role in the changing teacher's program.

All twelve of these generalizations were broad and lacked specificity therefore failing to allow the emergence of the necessary principles.

(ii) Scale of Development. Further familiarization with each interview and reading of material by Joyce, Bush and McKibbin (1982) enabled the five categories of teacher growth states they established to be applied to the attributes of the interviewed teachers. These growth states were applied to the teaching strategies in both 1981 and 1985. From these growth states a scale of development was established to indicate the growth of each teacher over the designated four years. All teachers progressed along the scale to some degree. (Fig 1) But some difficulties were encountered in allocating these positions. Sometimes the designation of the teachers fell between categories. This could have been for two reasons:

(a). Not enough categories or

(b). Not enough information about the categories.

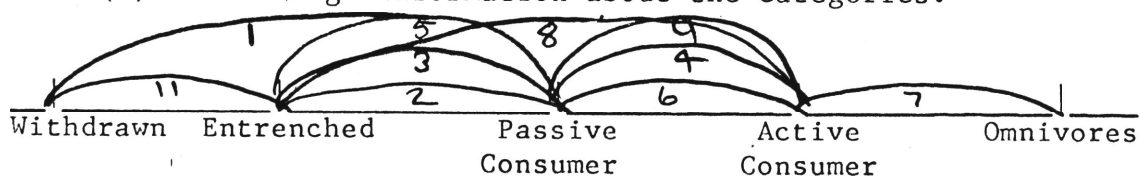


FIGURE 1

Scale of Development



The initial point on each curve indicates the growth state of each teacher (indicated by the number on each curve) in 1981. The final point of each curve indicates the growth state of each teacher in 1985. Detailed accounts of each teacher and the reasons for their placement of the Scale of Development are included in Appendix B.

(iii) Dimensions of Change. The third kind of analysis was directed specifically towards literacy teaching. Therefore a different set of categories had to be established. These categories had to be set along a continuum and were established as "Dimensions". This allowed each teacher to be placed according to their substantiated classification and negated the necessity for more categories which would only serve to clutter the situation.

The categories which emerged were:

- (a) Fragmented to wholistic dimension and
- (b) Teacher controlled learning to child controlled learning.

These categories, rather than being a collection of discrete entities were more polar opposites. i.e. teachers were easily placed relative to each category along a continuum or dimension which stretched from one pole extreme to another. (Appendix B)

(a) The Fragmented to the Wholistic Dimension. Literacy for the most part of the last century meant reading with the major proportion of research funds in the literacy area being allocated

to reading. Although some acknowledgment had been given to the notion of a set of "interrelated language arts" fragmentation prevailed. The four so called "language arts" (reading, writing, speaking and listening) which although claim interdependence, in reality were treated as subjects in their own right. For example, in most schools they were timetabled separately and reading was taught separately from writing which in turn was treated separately from listening, speaking, spelling, grammar and so on. (Source)

Fragmentation such as described above constituted one end of this first continuum or dimension as seen in Figure 2.

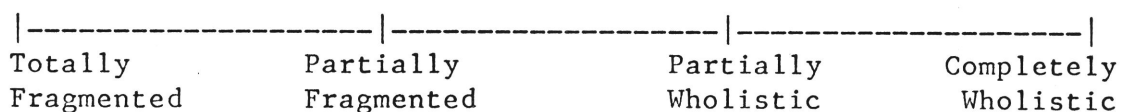


FIGURE 2

The Fragmented to Wholistic Dimension

Although represented simplistically as a linear continuum as in Fig (2) a truer representation would also be to capture the hierarchical nature of this dimension as well as in Figure 3.

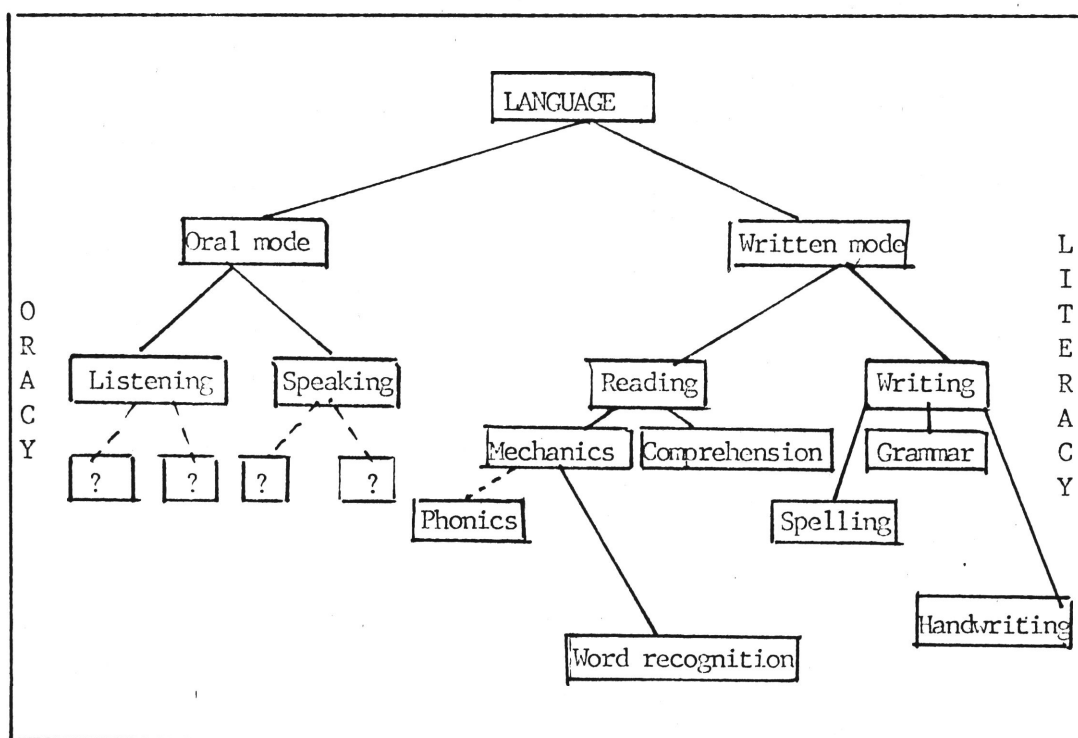


FIGURE 3

A Traditional "Fragmented" View of  
Language and Literacy  
(Brown & Cambourne 1985 p1)

Each of these fragmented areas were concerned with a different topic and was completely self contained. Each were dominated by the time allocations attended to it. Examples are as follows:

- (i) Reading - 30 minutes daily, set reading scheme, not related to any other part of the curriculum i.e. isolated.
- (ii) Spelling - 15 minutes daily, set text, isolated.
- (iii) Writing - 30 minutes once a week, set topic which is sometimes related to the theme being used.
- (iv) Grammar - 20 minutes twice weekly, set text, isolated.

Figure 4 is an example of a typical weekly timetable for a fifth grade demonstrating language fragmentation.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.25	ASSEMBLY, MORNING HYMN PRAYER.				
9.45	Tables	Spelling	Spelling	Spelling	Dictation
10.00	Maths	Reading	Maths	Maths	Reading
10.30	Reading	Maths	Reading	Reading	Maths
	RECESS				
11.10	PHYSICAL EDUCATION				
11.30	Spelling	Poetry	H/writing	Soc. St	Nat. Sc.
11.45	Oral Comp.	Poetry	Speech	Soc. St.	Literature
12.00	Literature	Soc St.	Basic	Composition	Grammar
12.15	H/writing	Soc St.	comprehension	Composition	Singing
	LUNCH				
1.30	Grammar	Comprehension	Maths	Sewing	Art
2.00	Geography	Art	History	Sewing	Craft
2.30	Library	Singing	Nat. Sc.	Craft	Reading

FIGURE 4

Time Table Illustrating Fragmentation of  
Language/Literacy Areas

At the other end of this continuum was the completely wholistic view of teaching language which unifies the four previously separated forms of language. This was indicated by block timetabling and a curriculum that completely incorporates a central core. Each area was interrelated. Block timetabling was seen as whole sections of the day being devoted entirely to language with no delineation into subject areas. An example of a wholistic view timetable would be as follows:

11:15 to 12:30 Language.

Figure 5 is an example of a wholistic style of timetable.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.15	ASSEMBLY				
9.30	FITNESS AND RELAXATION				
10.00	Language	Library	Maths	H/writing	Language
10.30	Language	Maths	Scripture	Maths	Language
RECESS					
11.15	Maths	Language	Language	Library	Craft
12.00	P.D.	Craft		Assembly	Craft
LUNCH					
1.30	Shared read	Nat Sc	Music	Italian	Sport
2.15	Singing	Soc St	Italian	P.E.	Sport

FIGURE 5

Time Table Illustrating Wholistic  
Language/Literacy Areas

The curriculum is programmed with reading, writing, spelling etc. being intertwined and interrelated. These areas are based on experiential learning and are integrated across the entire curriculum and not restricted to language.

Between these two extremes are such stages as Partially fragmented and Partially-wholistic. Partially-fragmented indicates that two of more of the subject areas were being interrelated. For example the spelling list may come from errors experienced in writing or be based on the current theme. Timetabling remained the same as for the Fragmented stage. Partially-wholistic signified the recognition of the connection between language areas. Examples of this were experiential reading and writing but set lists were still being used for spelling.

Timetabling remained segmented although there was some evidence of merging areas.

(b) Teacher Controlled Learning to the Child Controlled Learning Dimension. Many researchers (Holdaway 1979, Cambourne 1984, Cazden/Parker & Davis 1983) extoll the virtues of natural learning as against contrived learning. This study parallels these learning states on the continuum of the second dimension of change.

At one end of this continuum was the classroom situation that was completely contrived or teacher controlled. This meant that the teacher maintained control of everything that happened in the classroom with no allowance for variation or deviation. It was characterised by lack of grouping, lock stepping as indicated by careful sequencing and the use of texts. Again the timetable would appear segmented and day to day routines would be locked into an immovable plan. An example of this was often seen in a regimented spelling program. For example, Monday - introduce new words, Tuesday - look words up in dictionary, Wednesday - write sentences using words, Thursday - games using words and Friday - dictation, of which the results are strictly recorded.

Lock stepping occurred when sequencing was planned as a set of graded activities where one was to be completed and tested as successful before the next was attempted. This was irrespective of the children's needs and was dictated by the teacher's concept of what his/her grade should know.

Texts were often used as a program format, dictating the rate of progress as well as the content. Sometimes the texts were commercially produced. Other times they were set within the school.

The other end of the continuum was the natural or child controlled learning. This did not mean that the classroom was "run" by the children but it did mean that the childrens' individual needs were paramount. It was characterised by groups being used and individualised activities being organised. A complete absence of set texts and school/teacher dominated programs were evident. The groups were functional and varied with no evidence of locked boundaries. i.e. movement within and across the groups was available when necessary. Individual activities were apparent in areas such as spelling, writing and reading. These activities were again based on the individual needs of the children and had no pre-ordained sequence.

Within these boundaries were Partially-teacher Controlled Learning and Partially-child Controlled Learning. Partially-child Controlled Learning was indicated by evidence of some grouping being used in the classroom. These were static groups with no allowance for movement. Texts formed part of the program which was supplemented with some other programs such as class spelling lists. Within sequencing there was allowance for additional and some unplanned activities.

Partially-child Controlled Learning involves a wider use of groups than in Partially-teacher Controlled Learning. These groups allowed for some variation. The individualised activities were seen as difficult to manage and had a low priority within the classroom structure. Figure 6 illustrates the linear dimension of this continuum while Figure 7 shows the changing features from Teacher Controlled Learning to Child Controlled Learning.

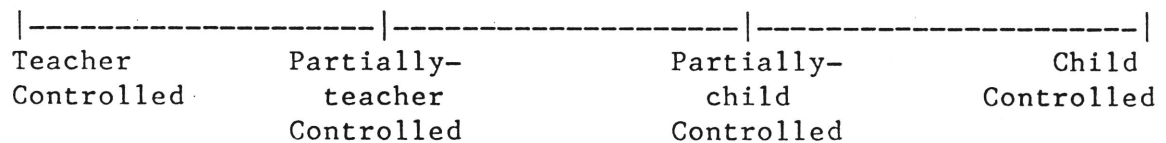


FIGURE 6

Teacher Controlled Learning to Child  
Controlled Learning Dimension

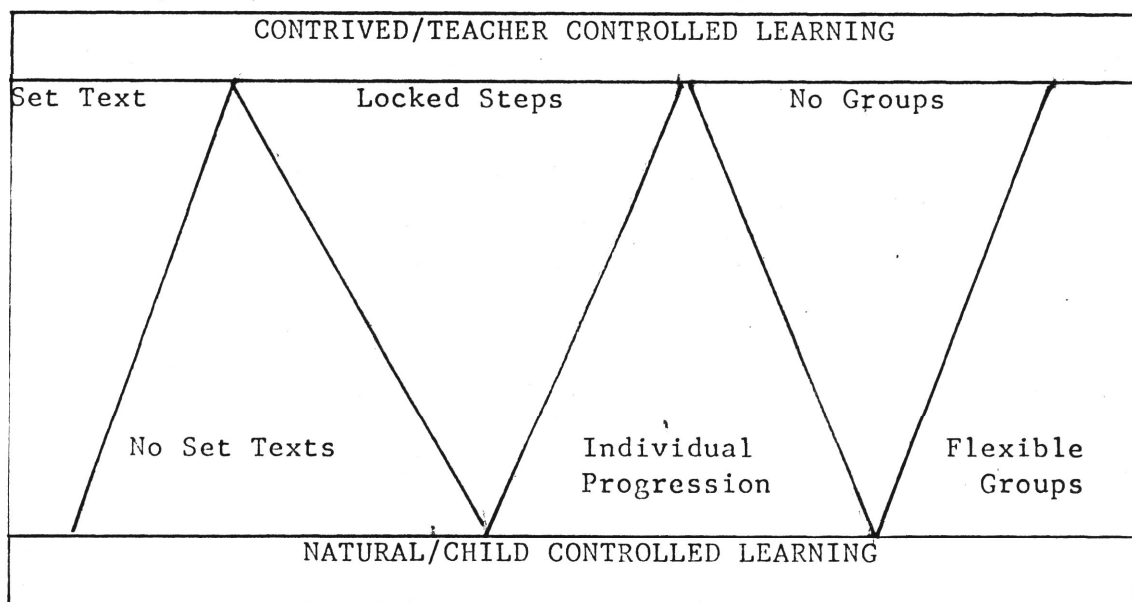


FIGURE 7

Characteristics of Teacher Controlled  
and Child Controlled Learning



Following the setting of the dimensions the interviews were re-examined. The teacher strategies were extracted and placed along the appropriate dimensions, enabling information to be established and principles to emerge about the change that had occurred at Figtree Public School between 1981 and 1985.

Further to these dimensions categories were then able to be formed using the change agents generalizations. These categories were:

- (i) The source of change.
- (ii) Leadership climate.
- (iii) Change that was precipitated by decisions beyond the teachers control and
- (iv) Teacher activities.

Each interview was then analysed in terms of these categories.

Member Check. At this point a member check was carried out to validate the data. This meant that each teacher interviewed was presented with a transcript of his/her interview to verify the data as it was presented. All interviews were validated without variation.

## CHAPTER IV

### ANALYSIS OF DATA

The teachers at Figtree Primary School nominated many common teaching strategies and agents that were integral in the changes that took place at their school between 1981 and 1985. As a result of the data collected two main areas were recognised. These were:

1. Change in teaching strategies and
2. Change agents.

The change in teaching strategies was expressed in terms of Dimensions of Change. These were:

- i. The Fragmented to the Wholistic Dimension and
- ii. The Teacher Controlled to the Child Controlled Learning Dimension.

The change agents were:

- i. The source of change which is divided into;
  - a. People who cause change.
  - b. Situations that caused change.
  - c. Artifacts that caused change and
  - d. Formal and informal structures that caused change.
- ii. Leadership climate and supervision responsibilities.
- iii. Change precipitated by decisions beyond the teacher's
- iv. Teacher activities that engaged all three of the above agents.

### Change in Teaching Strategies

(i) The Fragmented to the Wholistic Dimension. In 1981 all eleven teachers interviewed at Figtree Primary School were using a fragmented approach to teaching literacy and were locked into a system that was dictated by the clock. Eight teachers commented that reading was a separate lesson. In one case a teacher's class (teacher 8) was ungraded in reading but not for spelling which meant he was unable to relate the two. In five classes so many set texts were used that any integration would have been impossible. For example, in reading teacher 10 was required to use Mount Gravatt Language scheme and Young Australia reading schemes (both of these were purchased reading scheme centred on different themes). In spelling she was required to use Words in Action (a graded spelling series constructed on words most likely to be needed at each grade level irrespective of interests or background). Three teachers (1,3 & 5) had highly organized and regimented progression within such areas as spelling with a set rule being given each week. Teacher 5 paid so little attention to reading that it was virtually non-existent. He occasionally allowed the children to read the school magazine for pleasure but as the E.S.L. (English as a second language) children did not particularly like reading he did not bother about it. Also in this classroom spelling was isolated and composition was done spasmodically on a set topic. Teacher 3 pointed out that reading was treated separately from language and for teacher 2 phonics was treated separately from reading and spelling. Teacher 11 commented on the specific "systems" the Principal evolved in

spelling and grammar. These were organized without any correlation with other classroom activities. Several teachers (3,6 & 9) were trying to integrate reading across the curriculum but could not quite work out how this was done.

By 1985 all the teachers had changed considerably. Some more than others. They were however all heading towards the wholistic style of teaching. They also acknowledged that all language areas should be interrelated. Teacher 8 stated that by 1985 he had learned that language was not fragmented or segmented but was a whole language program. This was done by incorporating all aspects of language experiences and drawing on the children's own background. Teacher 1 stated that she now integrated reading with other strands of language instead of it being a separate entity and teacher 6 now included reading as part of a whole language program without it being in fragmented pieces. The connection between reading, writing, speaking and listening through whole language was now evident to teacher 7 and teacher 1 was able to understand that writing was definitely connected with other language areas. It was stated by teacher 6 that language in her classroom was centred on experiences and from this all other strands were established.

While some timetable documents appeared to be fragmented in the literacy area, this fragmentation was illusory as a more subtle form of integration was occurring. (Fig 8) For example spelling, reading and writing often followed each other and appeared as separate items but were in fact integrated. Also the

fact that writing could be integrated into all areas across the curriculum and its direct association with reading was acknowledged throughout the school. The connection between the "subjects" is more evident and the boundaries between them were less clearly defined. Many teachers are now recognising the connection between these areas and have made such comments as "the connection between writing, reading and speech is more obvious" (teacher 4) and "It is a whole language situation where all facets of language are treated as a whole." (teacher 7) As the fragmented teaching methods disappear teacher 8 felt he had been able to move towards a more wholistic approach.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.15	Class organisation		Scripture	Class organisation	
9.25	Games/relays		"	News	Exercises
9.35	Relaxation		"	Reading	Relaxation
9.50	News & weather.....			Music	News
10.05	Numeration.....			"	H/writing
10.15	Maths.....				
RECESS					
11.15	Sustained Silent Reading.....				
11.25	Story and/or poetry.....				
11.40	Theme input.....			Writing	Language
12.00	Writing and reading.....			Assembly	Writing
LUNCH					
1.45	Shared reading		Science	Video	Italian
2.00	Art	Library	Story	Story	Singing
2.30	Art	Soc St	P.E	Craft	Activities
2.45	Singing	Music	P.E.	Craft	Activities

FIGURE 8

A Wholistic Time Table for Year One

(ii) The Teacher Controlled Learning to the Child Contolled Learning Dimension.

In 1981 most teachers were convinced that the teacher was the most important person in the classroom. Teacher 6 indicated that above all, for the children to learn, the lessons had to be teacher initiated and controlled. Teacher 1 considered that children would only learn if they did as they are told. Teacher 7 was the only one in 1981 not using set text with set progressions. Nine teachers felt very comfortable with the contrived or teacher controlled style of teaching and many did not even think about changing as the schools they were in dictated the course they would take.

Teacher controlled learning was evident in all areas of the literacy. In reading, for example some groups were used but mostly these were static and predetermined by a "reading age". Groups based on reading ages do not allow for varying rates of development. Standardised tests given to attain these "reading ages" are often invalid, actually disclosing very little about the children's reading ability. The texts were prescribed according to availability and usually amounted to the School Magazine or the Ready to Read scheme. (A New Zealand based scheme with a highly structured reading base.) Two teachers (6 & 10) were acquainted with Mt. Gravatt but not with the experiential method it advocated. In spelling, set texts were used and progression was at a set rate according to that text with no provision being made for the individual needs of the children. Rigid composition lessons were given by each teacher when a set

topic was used and correctness was expected. Two teachers, (2 & 8) however, were using draft copies in 1981. Teacher 8 was allowing sharing and attempted peer editing but always used a set topic. Teacher 2 encouraged a rough copy that the children had to rewrite after correction. Neither children or teachers liked composition and in fact teacher 5 admitted that he tended to avoid it because he did not enjoy it and nor did the children.

By 1985 the responsibility has shifted from the contrived or teacher controlled learning to the natural or child controlled learning. The teachers were responsible, not for what each child learnt, but for what they come in contact with and the methods of teaching it. Set texts had almost disappeared completely and groups have become flexible. Two teachers (1 & 3) were hesitant about "handing over" to child controlled learning. Teacher 6 was now much more accepting of the children with less ability.

Individualized spelling lists had also eventuated. This means that each child had a different spelling list according to his/her interests or needs. These lists were established in several ways: some were taken directly from the children's own errors in writing (story writing not handwriting), some were from theme work and experiences and some were from a combination of both of these. All lists were worked on a quota depending on the capabilities of the child. Individualized spelling lists created a variety of responses from the teachers. Teacher 5 felt completely comfortable with the system he was using and was able to cope with the quantity of work that is required in order to manage this system. Two others (teachers 1 & 3) had tried it but

did not feel confident about managing it although they realized the necessity for a method different to that they had been using in 1981. Teacher 1 felt that the children only choose easy words and were lazy and unmotivated. Teacher 10 who is teaching small groups and did not have a full class admitted that she has not come to grips with individualized spelling. The infants teachers relied entirely on writing and a basic awareness program to develop spelling skills on an individual basis. A basic awareness program provides input on an incidental and individual basis with a general emphasis on words and sounds and their relationship to writing and reading. Whatever the source, method or class there was a realization that each child's requirements were different and their rates of development were individual.

Sustained Silent Reading was done in varying quantities from every day to once a week. This activity becomes a child controlled activity because each child reads a book of his/her own choosing. Finding time to do it seemed to be the problem. Some teachers (1,3 & 11) were still working with groups on the school magazines and were not really recognising the value of and the necessity for a truly individualized program.

Writing was done at least four times a week in every classroom and everyone including the teachers loved it. All the teachers realized its value and all were progressing through their own recognizable stages of development. Free choice of topic is used throughout although set topics are used as a developing skill preparatory to High School. All children are aware of a publishing cycle. This varies from class to class.



## Change Agents

### i. Sources of Change

a. People who caused change. People both in and out of the school affected change. Some of these people were consultants, executive, members of staff and other teachers.

Three members of the staff (teachers 2,6 & 10) had experienced useful workshop days with consultants while two others (teachers 4 & 7) pointed out that a group specially formed to discuss and assist teachers in process writing affected further change as it provided discussion and sharing of ideas with other teachers. Dr Brian Cambourne from Wollongong University Centre for Studies in Literacy, visited the school to participate in the development of process writing in Year Six. He also gave several staff and parent meetings to establish the basic concepts of process writing. This input was practical and assisted many teachers 1,4 & 5 in the formulation of a learning theory.

The Executive, according to all those interviewed, played an important part in providing input about language learning and the theory behind it. They did this by implementation of such programs as the Personal and Staff Development. It was important that the input provided by the Executive demonstrated practical experiences that showed that the theory of learning the executive expounded was valid. People such as supervisors and co-ordinators also assisted.

b. Situations that caused change. A variety of teaching situations effected change for several teachers. These situations involved team teaching and co-operative teaching, inservice courses and in-school activities. Teachers 2,6,7, & 8, who had experienced team and co-operative teaching, commented that it allowed them to talk things over on a professional basis.

Considering the amount of money and time spent on inservice courses they were apparently relative ineffective. Only a few teachers could remember any courses they attended. Of those, language courses seem to predominate with Personal Development and Talented Child courses showing as being worthwhile. Two teachers (7 & 11) mentioned that a course given by Yetta and Kenneth Goodman had helped them broaden their aspects of reading. Teacher 2 commented that the Talented Child inservice she had attended had allowed her to look at the children differently and had made her think more about them.

Inservicing within the school itself showed a greater response. W.I.B.S. (within and between schools) grants, whole day activities and staff meetings were contributing factors with positive effects in many areas.

The Personal Development W.I.B.S. course had a very positive effect on the staff that were at the school in 1981. This has continued and was extended by an in-school day in 1982. It was pointed out that this gave teachers a positive insight into themselves and others. It was the starting point for the change

that followed. (teacher 7)

When a completely new method of teaching had to be accommodated it was important that the teachers were able to see such methods successfully in action. This was recognized by nine of the teachers. Demonstrations were usually given in the classroom but were sometimes part of staff meetings. They were important because once the teachers saw a demonstration, for example, of process writing and the different learning situation in which it occurred, ideas for change in their own classroom began to formulate.

Observing teachers, particularly supervisors and executive, in the classroom helped break down the structured format that one teacher 9 was used to. The fact that the Principal would come into the classroom and demonstrate different procedures was important. Teacher 1 stated that demonstration and example play a very important part in teaching. Validity of those demonstrating seemed important. Teacher 3 stated that change occurred mainly because of the input of the Executive who had credibility because of their knowledge, experience and background.

c. Artifacts that caused change. Artifacts such as books and university courses had been integral in teacher change. Professional reading was not highly rated by five teachers but those who had become involved in reading commented that one's knowledge was an accumulation of all that was read and seen and done. Teacher 9 emphasised the fact that reading books on

process writing had helped her let go of formality. Reading had helped teacher 4 look at the methods she was using.

Closely allied to professional reading were university courses. Much of the reading teachers had done was directly related to these courses. In all cases the teachers doing university courses (teachers 2,7 & 9) had selected subjects that supported their teaching practices. They realized that input derived from these courses gave reading a purpose and allowed ideas to fall into place in such areas as curriculum development and literacy.

d. Formal Structures. Formal structures are characterised by the formality of the setting e.g. committee and staff meetings.

Committees within the school were acknowledged as another vehicle for change. They were seen to provide a forum for sharing and developing professional knowledge and views. They played an important part in change as far as three teachers (4,8 & 9) were concerned. These committees were well structured with firm action plans so that the teachers did not feel they were wasting time. In fact most teachers were on at least two or more committees. Teacher 8 reported that committees within the school helped him to learn about new areas and were awareness raising.

Staff meetings, particularly workshops, allowed the staff to work together and share points of view. Teacher 3 said that having regular staff meetings enabled staff to discuss matters.

Teacher 2 pointed out that seeing others point of view during these staff meetings broadens your own point of view. Staff meetings were considered of assistance from many angles. These were cited as always being practical and helpful in giving new ideas. Teacher 4 commented that in-school inservice was constantly stimulating, supplying continual input. This type of inservice re-defined needs and refreshed you continually.

Informal Structures. Informal structures take place in an informal setting for example over the staff room lunch table. Discussions were ranked very high (eight of the eleven teachers interviewed), particularly discussions with different members of staff. These had a positive effect and gave the teachers more to think about. Teacher 4 said "The exchange of ideas between teachers that were interested in kids made it easier." It was also pointed out that talking and listening to other teachers helped consolidate ideas. (teacher 9)

It appears that change is retarded if interaction does not take place. When speaking of a previous school teacher 9 pointed out that it was a case of the blind leading the blind. "I really didn't know what I was doing or why." She said, "There was no time for professional development. No time to talk to anyone."

#### ii. Leadership Climate.

The climate developed by the executive of the school is very important in a situation where change is expected to occur. A

strong supportive Executive was seen as a necessity if change was to be effected. This was one of the most emphasised points with emphasis on strong and supportive. The teachers developed a criterion of attributes of an Executive necessary if change was to occur. Some of these attributes were guidance, support, direction, encouragement of endeavours, initiative, enthusiasm and high expectations. Teacher 4 stated that because the Principal was fairly dynamic and expected a high standard, change was inevitable. The fact that teachers were always treated as professionals (independently operative people in a responsible situation) was very important as was the ability to pass on knowledge in a non-threatening manner. Proposed changes were not radical and each teacher was allowed to change at his/her own pace. This style of leadership developed confidence within the teachers. Teacher 5 stated that the Principal helped the teacher by the way he presented change. He overcame the usual resistance to change as well as the mistrust created by the suggestion of change. Teacher 3 felt progressive mainly because of Executive assistance.

Supervision Responsibility. Supervisors and team leaders were also effective change agents as they demonstrated supervision responsibilities. Most of the teachers in supervisors positions or as leaders of committees recognized that these positions were integral in their change. Teacher 6 stated that being in the position of a supervisor helped her broaden her outlook of things. Having to prepare in-school inservicing ensured that teacher 7 really organized her thoughts and beliefs in order to

be able to pass on the information with authority. One other supervisor (teacher 5) commented that being a supervisor helped to make him more aware of the needs of others. The other contributing factor was leadership on committees. One committee chairperson (teacher 9) stated that such leadership allows you to develop professional knowledge and views.

iii. Change that was Precipitated by Decisions Beyond the Teachers Control.

Because of the structuring of the school system many teachers were continually affected by the systemic agencies such as the Department of Education. These agencies can affect the teacher in two ways:

- a. Externally, where a teacher is moved from one school to another or
- b. Internally, where they can be moved from one class to another.

It was not the intention of the interschool transfer committee to create change. It was purely organizational. The results were that movements such as transfers from one school to another in themselves created change. Teacher 6 stated that change of school made change (in the teaching process) possible. She felt that transfer to any school would cause change but particularly when the transfer is to a progressive school. Teacher 10 recognised that moving to a new school had an ongoing effect on her teaching. While teacher 8 commented that moving to

a new school made a difference mainly because of the different programs they used. Transfer of Executive came under discussion here as teacher 5 stated that new Executive also encouraged change.

Movement to a different class, which is usually designated by the Executive, was another area that caused change. Teacher 8 expressed that one of the biggest changes came when he was given the opportunity to move from Primary to Infants. These movements at times were traumatic but "with encouragement and support I changed considerably" teacher 4 said. Particular class situations also play an important part in change. Teacher 5 stated that the turning point in his teaching came when he was chosen to teach a difficult class. Teacher 6 stated that the situation that resulted from team teaching helped change to occur. Co-operative teaching helped teacher 4 to change teaching methods through interaction and a sharing of ideas.

#### iv Teaching Activities that Engaged all Three of the Above Agents.

An activity that caused change to occur within the classroom was one that involved school-imposed method of documentation. Such documentation included programs, methods of evaluation and general methodology as stipulated by the Mt. Gravatt Language Scheme. This scheme was used throughout the school as the basis to the reading program but as it is an experiential language based scheme that introduces a wholistic language method it was used across the curriculum in all subject areas.



The school had slowly introduced a new programming system that, according to teacher 9 developed a "style of programming that was very useful." Teacher 3 felt better organised because of the programming system. She now feels more professional.

As a result of this style of programming a more effective and efficient evaluation system evolved. This method of evaluation made teacher 3 feel more accountable and therefore more progressive. Teacher 9 commented that the method of evaluation, developed over the past year, was a cyclic activity that led from programs already in use to programs being planned. Up to this point she had not done much evaluation but now she was doing it because it seemed more relevant. In organizations such as schools, documentation that is not useful becomes arduous and stagnates. Useful documentation "allows ideas to be put into action." stated teacher 3

Mt. Gravatt Language Scheme encouraged theme centred language experiences. Teacher 8 stated that it brought whole language learning into perspective and changed the emphasis. Teacher 6 commented that the introduction of Mt. Gravatt started the change in her teaching processes.

## CHAPTER V

### CONCLUSION

It is obvious from the results of this study that change occurred within the teaching staff of Figtree Primary School between 1981 and 1985.

This change was gradual, requiring the refining of methods and theories. Sometimes it required completely new methods and theories. How were these methods and theories established? The results clearly show that teachers, like children are individuals and need individual development.

The conditions of learning language as established by Cambourne (1985 b.) are applicable also in the teacher learning situation. That is, these conditions of learning language are in fact conditions basic to learning. They are the basic core to a learning theory. After analysing the results the following are the seven conditions required for teacher change.

#### Immersion

The teachers must be immersed in "material" that is involved in the change. Key personnel must be well versed. Workshops and staff meetings must be well organised and reading material must be available. This material must be meaningful, always whole

(not fragmented) and in a context that makes sense.

### Demonstration

Demonstration can take two forms, action and artifacts. Class demonstrations of the practices required, class visits as well as practical staff meetings provide the demonstrations that are necessary for learning to occur. New theories must be seen to be practical and workable to ensure a sound basis for demonstrations. Artifacts such as results from classrooms where teachers are already adopting the new practices demonstrate the practical application of the new theory. For example, the childrens' writing from a process writing classroom.

Cambourne (1895.b) extends the idea of demonstration to the notion of engagement. Demonstrations are around "learners" everyday but they will only engage with a demonstration under certain conditions. (Cambourne 1985 b. p 10) These conditions are also applicable to teacher learning/teacher change.

The teachers must be able to see the demonstration as "do-able" and "owner-able". They must be able to see themselves as teachers of the new theory or method. They must be convinced that the new theory or method is furthering the purpose of their lives and of those whom they teach. Most importantly the teachers must feel secure in the knowledge that attempting to emulate, a demonstration will not lead to any unpleasant consequences should they fail.

### Expectation

Expectation is a multi-layered concept. The goal setters; the executive or supervisors, must have high expectations of the staff and their abilities, expecting that they will engage in the demonstrations. The staff themselves must also have expectations of themselves and their co-workers. "Expectations are subtle but powerful coercers of behaviour." (Cambourne 1985 b. p10)

### Responsibility

It is not for the goal setters to stipulate the rate of teachers' progress or the sequence they follow. This can only be done by the teachers themselves. The teachers must accept the responsibility for their own learning and their own rate of change. The goal setters must continue both to provide high saturation and to give meaningful demonstrations. However the learner is left to decide just what part of the total task will be internalised at any one time.

### Approximations

Acceptance of approximations is essential to teacher development. The teachers must be secure in the fact they can "give it a go", test their hypotheses and modify that hypotheses accordingly without retribution. It is through this cycle that further learning and therefore change occurs.

### Employment

Opportunity to practice the method and skills required for change in theory development must be given. The teachers need

time alone in their classrooms to employ all that they are learning.

#### Mutual Exchange Between Expert and Novice

Mutual exchange between expert and novice plays a very important part as it was evident throughout the study that interaction with others is of prime importance. This interaction must be of a positive nature continually reaffirming each teachers' progress. The executive of the school must at all times be supportive and enthusiastic towards the change proposals that the school is undertaking.

It is learning under these conditions that develops change as well as the strategies for coping with change.

## BIBLIOGRAPHY

Atwell, A. Margaret Reading, Writing, Speaking, Listening:  
Language response to Context. In Hardt U.H. (Ed.) 1983  
21 - 30.

Aull, M.W. Relating Reading and Other Language Arts: A Need for  
Reasoned Decision. In Hardt U.H. (Ed) 1983 1 - 20

Barker, R.G. Wanted: An Eco-Behavioural Science. In Willems,  
E.P. & Raush H.L. 1969 31 - 43.

Booth, E. 1984 Two Years on at Warrawong. A report to the staff  
of Warrawong Primary School.

Brause, R.S. & Mayher, J.S. Teacher, Students and Classroom.  
Research in the Teaching of English Vol 16, No 2, May 1982  
131 - 148

Brice - Heath, Shirley. Ethnography in Education: Towards  
Defining Essentials. Chapter to be published in Gilmore, P.  
& Glatthorn, A. Ethnography in Education Children in and out  
of School

Brown, Hazel. & Cambourne B.L. Process Reading: One Teacher's Attempt to Implement a Wholistic-Naturalistic Philosophy to a Grade 5 Reading Programme: A Progress Report: in Selected Papers, XIth Australian Reading Conference, Brisbane, July, 1985.

Cambourne, B.L. The Origins of Teacher' Doubts About "Naturalising" Literacy Education. In Selected Papers, Xth Australian Reading Conference, Vol 2, 1984.

Cambourne, B.L. Changes and Conflict in Literacy Education: What It's All About. Australian Reading Journal Vol 8, No 2 June 1985 a. 77 - 87.

Cambourne, B.L. Rediscovering Natural Literacy Learning: Old Wine in a New Bottle. Paper presented at Early Years in Education Seminar, Perth, Western Australia, August 1985 b.

Cambourne, B.L. & Logan N. South coast Reading Evaluation Study Stage 3, 1984

Cazden, B. Courtney. Adult Assistance to Language Development: Scaffolds, Models and Direct Instruction. In Parker, P.R. and Davis, A.F. (Ed) 1983 3 - 18.

Corsaro, W. Entering The Child's World. Research Strategies for Field Entry and Data Collection in a Pre-School. In Green, Judith (Ed) 117 - 145. Dillon, D. & Searl, D. The Role of Language in a Grade 1 Classroom; Research in Teaching of English Vol 15, No 4 Dec. 1981 311 - 328.

Dolye, W. and Ponder, G. The Practicality ethic in Teacher Decision-Making. Interchange 1977/78 1 - 22

Dyson, A. Haass. Reading, Writing Language: Young Children Solve the Language Puzzle. In Language Arts Vol 59, No 8, 1982, 829 - 840.

Florio, Susan. and Clark, C.M. The Functions of Writing in an Elementary Classroom. Research in the Teaching of English Vol 16, No 2, May 1982. 115 - 130

Goodman, M. Yetta. Kidwatching: Evaluating Written Language Development. Australian Journal of Reading Vol 5, No 3, Aug 1982.

Green, L. Judith (Ed) Ethnography and Language in Education Settings ABLEX, Norwood, New Jersey.

Guba, E. The Search for Truth: Naturalistic Inquiry as an Option. A paper presented at the annual meeting of International Reading Association. Chicago, Illinois, April 1982.



Guba, E. & Lincoln S. Yvonna. The Nature of Naturalistic Enquiry or ... What's it all about Alfie? A Dialogue between Lincoln and Guba at the annual meeting of American Educational Research Association. New York, 1982

Guba, E. & Lincoln S. Yvonna. Effective Evaluation and Naturalistic Procedures in Educational Evaluation Jossey Boss 1983, 153 - 225.

Hardt, U.H. (Ed) Teaching Reading with the Other Language Arts International Reading Association. Newark, Delaware 1983.

Haste. J. Research in Context: Where Theory and Practice Meet. Australian Journal of Reading op. cit.

Holdaway, D. The foundations of Literacy Ashton Scholastic, Sydney 1979.

Huberman, M. Recipes for Busy Kitchens: A situation analysis of routine knowledge in schools. Knowledge: Creation, Diffusion, Utilization 1983

Johnson, N. Teacher as Learners: Factors Related to Teacher Response to Change in the Teaching of Reading and Other Language Areas. In Selected Papers, Xth Australian Reading Conference 1984.

Joyce, B., Bush, R. & McKibbin. In Information and Opinion from the California Development Study: The January 1982 Report Palo Alto: Booksend Laboratories 1982.

Kantor, K., Kirby, D. & Goetz, P. Judith. Research in Context. Ethnographic Studies in English Education. Research in Teaching English. 1981 op. cit.

Parker, R. & Davis, F. (Ed) Developing Literacy. Young children's Use of Language International Reading Association Newark, Delaware 1983.

Postman, N. & Weingartner, C. Teaching as a Subversive Activity. Penguin, 1969.

Reeves, Noelene. How Literate is Literate? Changing Views of Literacy in Australia. Australian Journal of Reading Vol8, No 2, 1985. 55 - 64.

Resnick, D. & Resnick, Lauren. the Nature of Literacy. An Historical Exploration. Harvard Educational Review Vol 47, No 3, 1977 370 - 385.

Toffler, A. Future Shock Pan, London, 1971.

Willems, E.P. Planning a Rationale for Naturalistic Research. In  
Willems, E.P. & Raush, H.L. Naturalistic Viewpoints on  
Psychological Research. New York, Holt, Reinhart and Winston.  
1969, 44 - 75.

Willems, E.P. & Raush, H.L. Introduction. In Willems, E.P. &  
Raush, H.L. op. cit. 1 - 10.

## APPENDIXES

## APPENDIX A

Interview TranscriptsMarcella

Marcella was a mature student at Wollongong and has been at Figtree Primary school for six years.

In 1981 Marcella taught a Kindergarten of 37 of which one third were E.S.L. She has her first list (1984) and is going for her second list this year.

Language (1981)

Towards the end of the year Methuen little books were introduced. These were used in small groups along with Breakthrough to Literacy.

## Additional activities:

Board stories were written on the board daily. Some of these were in the form of messages. Theme work and social studies were often done on the board.

Breakthrough was separate to language and check lists were maintained for Methuen reading books. Most children used Methuen before the end of the year.

Phonics. Flash cards were used and games played with them, usually, before reading activities. The children were very keen readers. Activities were designed that were connected with each letter.

Writing. Breakthrough to Literacy accounted for a little writing. The teacher would write out the childrens stories. There was no process or free writing.

### Theory

Marcella felt that the teacher must correct all work but the children need not be 100% correct. She also felt that there was some connection between reading writing and speaking.

Stencils. Pre-writing and pre-reading stencils were done as a result of teacher training. Most of them were done mainly to learn to differentiate between symbols. Pre-writing exercises were used for better pencil control and letter shapes.

Comprehension. Stencils were given to encourage predicting. This was a reading group activity and correctness was important.

Stories. These were read at least three times a day. Poetry was also read.

In 1985 Marcella was teaching a Year 2 with 30 children. Again about one third of these were E.S.L and there was one fully integrated physically handicapped child. There was also one other child that had clumsy syndrome.

### Language (1985)

Reading. Stories, both fiction and non-fiction were read to the children. Theme work was based on Mt Gravatt. This was of advantage because the language used was the kids language. It also used contractions. Board stories were used to teach skills

and demonstrations were used also. In the afternoon language associated activities, games, individual reading and writing were done.

Process writing. This was integrated into all areas with the theme sometimes acting as a stimulus. You must be aware of the spin-offs and the flexibility of this style of work. Immersion in literature and language was through reading, board work, process writing, room displays, theme books, and activities.

Reading activities. Shared book experiences and word games such as word detective, S.S.R., "take home reading", cloze and stencils were used. Marcella said she had changed her strategies with regard to stencils. Not all children were expected to do the same work. She now used very few stencil and what was used was very carefully selected and constructed.

S.S.R. was a very worthwhile activity but Marcella could not find enough time to do as much as she would have liked to.

### Theory

Marcella now felt that learning was a natural process. Children must be encouraged but not pressured. Skills could be taught by demonstration not "up front" teaching. The connection between writing, speech and reading was more obvious. Learning was a co-operative activity.

Evaluation was done by miscue analysis, questions and the general perceptions of the teacher.

"Have you changed?" "Yes"

Probably not as much in language as the children in Year 2 were more capable and therefore activities and expectations were different. The biggest change had been that I don't use so many stencils because I question their value. Education must be hands on. You must let go. I'm less worried about take home stencils.i.e. children expected to take a stencil home each day. There was less actual book work also. I've always had groups but they were better now because they are organised and on an individual need.

#### Change Agents

Special Interest Group. Many of the questions I had were answered. It made you think as an individual and you were not frightened to have a go or be different. The videos, discussions and sharing were enlightening. The pupil role was defined but most important of all was the interaction with other teachers.

P.D. Course. In 1981 Marcella attended a three day inservice course in P.D. This made her look at discipline methods she was using. It made her aware of how she felt and how the children felt. It helped her relate to children and their individual needs and made you look at your own teaching.

Process Writing. This encouraged her to let go gradually. She was frightened as she wanted to hang on to the more formal style. It was a security but once she saw the results and the different learning situation she began to change. The main reason was that



she could see the individualization, flexibility, creativity and the interest developed during process writing. It gave her an aspect she had always strived for. The children were not locked into a group or situation but allowed to be individuals.

Reading. Books such as Graves, Turbull etc. made her look at the methods she was using. Language as a whole was more important. Phonics were not important. Teaching became motivational and she was able to bolster the childrens confidence. She used the childrens language more aptly.

People.

Allen - Principal - Allen's genuine concern with the children encouraged enthusiasm. His professional background and knowledge allowed him to get the most out of everybody. His involvement with the children mirrored his high expectation. He was able to analyse my areas of need and was always a good model.

Helen -Assistant Principal- She always encouraged and enthused me by example and demonstrated her high expectations. Her personal relationship with the staff had been helpful. Suggesting I change from Kinder to Year 2 was initially traumatic but with rapport and encouragement I changed considerably. The interaction between the two of us was very important.

Margaret. -Assistant teacher - Again example and interaction were the two main reasons I have found Margaret integral in my change.

School. Because it is heavily involved in Curriculum development and because it had a Principal that was fairly dynamic and expected a high standard, change was inevitable. The exchanging of ideas between teachers that were interested in kids make it easier. In-school inservice was constantly stimulating and supplying continual input. It re-defined needs and refreshed you continually.

Glen

Glen came to Figtree in 1978. This was the beginning of his second year out of college.

In 1981 Glen taught a 5th/6th composite of 28 children with 8 E.S.L. children.

Language. Very traditional in all areas. The themes were mainly based on Social Studies. He tried to tie in Library and some other subjects.

Reading. This was virtually non existent,'. The school magazine was used at various levels. These were used for reading for pleasure. Occasionally the children read around the room. The children didn't like reading, particularly the E.S.L. children. Glen felt he really didn't know what he was doing. This was due to lack of college training and no real input at the school and no real communication.

Spelling. This was combined with a very formal grammar program. Spelling lists were given from Words in Action. Sentences were written using the list words. Word building activities and dictation were done regularly.

Composition. This was very formal. a set topic was used but composition was not done on a regular basis. Glen tended to avoid it because he didn't enjoy it and nor did the children.

They did diaries every morning but at this stage Glen didn't really considerate it writing. Sometimes the teacher would reply but not very often. If the children required spelling Glen would just give it to them. His expectations were very low. He accepted what the children handed in as being their best work.

Literature. Glen read to the children nearly every day. This was usually a serialized story such as The Lion, The Witch and The Wardrobe. He couldn't remember if he did SSR. He thinks he did it sometimes.

Theory. Glen's learning theory was based on Piaget's ideas. He believed that the children go from the known to unknown Through stages of development. There was a definite stages called readiness. He was aware of different stages and ability but he didn't know what to do about it. He was too busy trying to keep "afloat" to find out. It was a battle to survive.

In 1985 Glen was teaching a 6th class of 32 children. There were 8 E.S.L. children and 2 Physically Handicapped.

Language. Themes were based on Mt GRavatt with some additional themes on social studies being used.

Reading. Cloze was used to develop predicting strategies as was request. Glen read to them daily and SSR was done daily. Retelling was used for comprehension. Reading was tied in with writing as the children found great delight in reading each others stories. Research skills and note taking were also

developed. They used the library frequently particularly for media skills.

Spelling. Each child had an individual list based on a quota. Glen encouraged them to use words they needed. The quota ranged from 5 to 15. Dictation was done with partners. Each child spelt some words and wrote some words. Some of the spelling activities were putting words into sentences these words went into their dictionaries and errors went into next weeks list.

Writing. This was done daily. The biggest difference apart from use of children's topic was the rise in the teachers expectation.

Theory. Children learnt by experiences. Learning was on going, progressing one step at a time. Teachers needed to have an individual approach and the children needed to complete one step before they progressed to the next.

"Have you changed?" "Yes"

Why? Mainly because of the input of the executive who have validity because they have the knowledge, experience and background. They also have the ability to pass it on in a non threatening manner. The purposed changes were not radical and each teacher was allowed to change at their own pace. Glen commented many times on how this has helped him become more confident. It also helped him develop his background knowledge and a more mature attitude.

Inservice. No none that he could remember.

In-school' inservice. The P.D. course done at the school had a marked effect on the school and the individual staff. Staff meetings on writing and language were helpful and the assistance Glen received prior to him going for his list as well as the experience of going for his list was integral in him developing his teaching strategies.

People. Helen because of her input that was backed up with experiences that showed Glen that it worked.

Brian. the fact that Brian came and worked with Glen in the classroom was a big breakthrough in Glen's teaching. This also added to his confidence.

Allen helped by the way he presented change. He overcame the usual resistance to change as well as the mistrust created by the suggestion of change.

Steve. The input particularly in the area of P.D.

Being a supervisor helped to make him more aware of the needs of others.

The turning point came when, after team teaching with a dominant teacher, he was chosen to teach a difficult class in term 2 1982. This boosted his confidence and showed that others believed he could teach.

Glen recognised that he was not a self-motivated person and he did not initiate ideas. The P.E. that he had been a leader of in the school had come from a gradual build up of information over the years.

One of the great features of Glen's change had been the staff at Figtree School. Their attitude and the interaction was very helpful. They were prepared to help and prepared to change. There is no antagonism amongst them and they were willing to discuss problems and show that they cared.

The staff in 1981 and prior to then were negative and "clicky", and the evident "power push" didn't allow for interaction. Glen feels that the change has required a complete new repertoire of skills.

## TIME TABLES



TIME TABLE TEACHER 2 1985

234

Monday	Tuesday	Wednesday	Thursday	Friday
Fitness Relaxation Language	Fitness Relaxation Library Borrowing Maths/Lang.	Fitness Relaxation Lang/Maths Scripture	Fitness Relaxation Handwriting Maths	Language Maths
	R	E C E S	S	
Maths (Mr. Cameron) P.D. (Process Writing)	Process Writing Craft	Process Writing Maths/Lang	Library Assembly	Craft
	L U	N C H		
Shared reading with Ist. T.V. Broadcast Community Singing	Reading E.S.L. - 2.30 Social Studies	Reading Italian E.S.L.	Italian Extension Activities P.A. activities Italian	Sport

(teacher 3)

## TIMETABLE 1985

MONDAY	9.15-9.30 Current Affairs 9.30-10.30 Maths 10.30-11.00 Circuits / Relaxation	11.15-11.30 SSR 11.30-11.45 Handwriting 11.45-12.00 Language / Spelling 12.00-12.45 Process Writing	1.15-2.40 Personal Development 2.40-3.15 Community Singing
TUESDAY	9.15-9.30 Current Affairs 9.30-10.30 Maths (Library borrowing) 10.30-11.00 Aerobics / Relaxation	11.15-11.30 SSR 11.30-11.45 Handwriting 11.45-12.00 Language / Spelling 12.00-12.15 Process Writing	1.45-3.00 Art 3.00-3.15 Reading
WEDNESDAY	9.15-9.30 Current Affairs 9.30-9.55 Maths Review 9.55-10.25 Scripture 10.10-10.30 Run / Relaxation	11.15-11.30 SSR 11.30-11.45 Handwriting 11.45-12.00 Language / Spelling 12.00-12.45 Process Writing	1.45-3.00 Social Studies / Science 3.00-3.15 Reading
THURSDAY	9.15-9.30 Current Affairs 9.30-9.45 Handwriting 9.45-10.30 Library Lesson 10.30-11.00 Relays / Relaxation	11.15-12.00 Italian / Remedial Language 12.00-12.15 SSR 12.15-12.45 Assembly	1.45-2.15 Music 2.15-3.00 Mt Gravatt Activities 3.00-3.15 Reading
FRIDAY	9.15-9.30 Current Affairs 9.30-10.15 Maths 10.15-11.00 Italian / Remedial Language	11.15-11.30 SSR 11.30-11.45 Handwriting 11.45-12.30 Language / Spelling	1.30-2.15 Free time 2.15-3.15 Sport

July

TIME TABLE 1985  
OF 3/4C GRADE (teacher 1)

PRIMARY SCHOOL AT FIGTREE

DATE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.15	NEWS-ORAL -for WRITTEN.	LIBRARY	HANDWRITING.	HANDWRITING	MATHS
9.30		HANDWRITING. BOOK	MATHS	MATHS.	MRS HODGES
9.45	HANDWRITING.	EXCHANGE.	9.55-10.25	YR 4 ITAL. BEGINNERS	YR. 4. T A G 30-10
10.00	MATHS.	MENTAL AND WR. MATHS.	SCRIPTURE	FORMAL LANG. GRAM. PUNCT. VOCAB.	MRS Y. MANNING
10.15		DANNY TO MRS MAMC	ESL	MRS RAYNER 9.30-10.15 TINA TO MRS MAMC 10.15-1.00	READING- Research, Comprehension, Cloze, etc.
10.30	CIRCUIT	AEROBICS	RUNS	GAMES/RELAYS	Room RELIEF FOR MRS PHU HODGES
10.45	RELAXATION	RELAX.	RELAX	RELAX.	YR 3 YR 5
			MORNING PROCESS		
11.15	SPELLING	PROCESS	PROCESS	YR 3 3/4C	PROCESS
11.30		WRITING.	WRITING.	ITAL. E. S. L.	WRITING.
11.45	P.D.	TINA KELLIE DANNY TO MRS MAMC MRS MANNING	LIBRARY	SCHOOL ASSEMBLY	MT. GRAVATT.
12.00	MT. GRAVATT	GEOM. MEAS. UP, PRACTICAL MATHS.			
12.30	LANGUAGE WORK		RECESS FOR DINNER		12.30-1.30 LUNCH
1.45	SSR	SSR.	SSR	SSR	S. S. R.
2.00	SCIENCE	ART AND	SPELLING.-QUOTA DRILL	SOCIAL	CULTURAL AND SCIENCE ACTIVITIES OR
2.15		CRAFT.	WORD STUDY. GAMES.	STUDIES.	
2.30	POETRY.	2.20 CHRISTINE TO ESL.	SOCIAL	POETRY.	SCHOOL
2.45	FIGTREE		STUDIES.	MUSIC.	SPORT.
3.00	SINGS.	AT 1.50			

# TIME TABLE

OF GRADE Kindergarten.

PRIMARY SCHOOL AT FIGTREE (TEACHER 6) 1985

DATE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Time	Welcome, roll call, news		scripture	welcome, roll call, news.	
9.30.	Play school →		"	Play school →	
10.0.	Fitness →	→		→	
	Triad →	→		→	
	Handwriting				
			MORNING RECESS		
	Runs	Games	Singing games	Relays →	
	Relaxation →	→	→	→	
	Story →	→	→	→	
	Process writing →	→	→	→	Process writing
	Reading →	→	→	→	Reading
			RECESS FOR DINNER		
	Story →		K.C. roll call, news K.P. music	Story →	
	Personal Development		K.P. Library }	Art, craft, →	
	Sciences, →		2.10. K.C. Library roll call, news K.P. music	sciences, →	
	group activities			group activities →	

• KINDER

(TEACHER 2) 1981

KINDER REMAIN WITH MRS. SCOTTEN FOR TRIAD ACTIVITIES TILL 10:45 am.

• OTHER

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

30	PLAYSCHOOL SPELLING	PLAYSCHOOL SPELLING	9.20 - 9.45 SCRIPTURE	PLAYSCHOOL SPELLING	PLAYSCHOOL SPELLING
00	TRIAD (NUMERATION) MATHS	* Reading with Mrs. Tubman TRIAD (NUMERATION) MATHS  HANDWRITING	TRIAD (NUMERATION) SPELLING.  T.V. BROADCAST 10.20. WORDS AND PICTURES. LANGUAGE - PICTURE TALKS	* Reading with Mrs. Barnes TRIAD (NUMERATION) MATHS	TRIAD (NUMERATION) MATHS.
00	SINGING COMBINED K/S	SINGING COMBINED K/S	SINGING COMBINED K/S	SINGING COMBINED K/S	SINGING COMBINED K/S
30	BREAKTHROUGH READING	BREAKTHROUGH READING  11.45. COMBINED ACTIVITIES WITH 5/6 IT	BREAKTHROUGH READING	BREAKTHROUGH READING	BREAKTHROUGH READING.
15	1.15 - 1.30. BOOK MOBILE. STORY/NEWS	STORY/NEWS	STORY/NEWS	STORY NEWS	1.15 SINGING WITH P.H.U. (LIBRARY)
10	SOCIAL SCIENCE Language Units	1.55. T.V. BROADCAST FOR JUNIORS - SERIES 1 COMBINED WITH K/S, IT, 2T.	1.40 - 2.00. PERCUSSION	1.30 - 2.00 <del>1.40 - 2.00</del> SOCIAL SCIENCE Language Units <del>MAAANAB</del>	1.55 T.V. BROADCAST FOR JUNIORS - SERIES 2 COMBINED WITH K/S, IT, 2T, P.H.U.
10	2.10 CREATIVE DANCE	2.15 - 2.45 P.E. (TABLOIDS) COMBINED WITH K/S, IT, 2T.	2.00 - 2.45 CRAFT	<del>MAAANAB</del>	Free Activities
45	SINGING COMBINED IT REMAINING KINDERS TO K/S OR STAY	Free Activities	CHOIR Free Act's. REMAINING KINDERS TO K/S. FIRST TO IT (LISTENING POST)	WHOLE SCHOOL "ACTIVITIES" Singing Free Activities	

\* Introduced Third Term.

## APPENDIX B

Formulation of GeneralizationsMarcella

Marcella was a mature student at Wollongong and has been at Figtree Primary school for six years.

In 1981 Marcella taught a Kindergarten of 37 of which one third were E.S.L. She has her first list (1984) and is going for her second list this year.

Language (1981)

Towards the end of the year Methuen little books were introduced. These were used in small groups along with Breakthrough to Literacy.

## Additional activities:

Board stories were written on the board daily. Some of these were in the form of messages. Theme work and social studies were often done on the board.

Breakthrough was separate to language and check lists were maintained for Methuen reading books. Most children used Methuen before the end of the year.

Phonics. Flash cards were used and games played with them, usually, before reading activities. The children were very keen readers. Activities were designed that were connected with each letter.

Writing. Breakthrough to Literacy accounted for a little writing. The teacher would write out the childrens stories. There was no process or free writing.

### Theory

Marcella felt that the teacher must correct all work but the children need not be 100% correct. She also felt that there was some connection between reading writing and speaking.

Stencils. Pre-writing and pre-reading stencils were done as a result of teacher training. Most of them were done mainly to learn to differentiate between symbols. Pre-writing exercises were used for better pencil control and letter shapes.

Comprehension. Stencils were given to encourage predicting. This was a reading group activity and correctness was important.

Stories. These were read at least three times a day. Poetry was also read.

In 1985 Marcella was teaching a Year 2 with 30 children. Again about one third of these were E.S.L and there was one fully integrated physically handicapped child. There was also one other child that had clumsy syndrome.

### Language (1985)

Reading. Stories, both fiction and non-fiction were read to the children. Theme work was based on Mt Gravatt. This was of advantage because the language used was the kids language. It also used contractions. Board stories were used to teach skills

and demonstrations were used also. In the afternoon language associated activities, games, individual reading and writing were done.

Process writing. This was integrated into all areas with the theme sometimes acting as a stimulus. You must be aware of the spin-offs and the flexibility of this style of work. Immersion in literature and language was through reading, board work, process writing, room displays, theme books, and activities.

Reading activities. Shared book experiences and word games such as word detective, S.S.R., "take home reading", cloze and stencils were used. Marcella said she had changed her strategies with regard to stencils. Not all children were expected to do the same work. She now used very few stencil and what was used was very carefully selected and constructed.

S.S.R. was a very worthwhile activity but Marcella could not find enough time to do as much as she would have liked to.

### Theory

Marcella now felt that learning was a natural process. Children must be encouraged but not pressured. Skills could be taught by demonstration not "up front" teaching. The connection between writing, speech and reading was more obvious. Learning was a co-operative activity.

Evaluation was done by miscue analysis, questions and the general perceptions of the teacher.



"Have you changed?" "Yes"

Probably not as much in language as the children in Year 2 were more capable and therefore activities and expectations were different. The biggest change had been that I don't use so many stencils because I question their value. Education must be hands on. You must let go. I'm less worried about take home stencils.i.e. children expected to take a stencil home each day. There was less actual book work also. I've always had groups but they were better now because they are organised and on an individual need.

#### Change Agents

**Special Interest Group.** Many of the questions I had were answered. It made you think as an individual and you were not frightened to have a go or be different. The videos, **discussions and sharing were enlightening.** The pupil role was defined **but most important of all was the interaction with other teachers.**

**P.D. Course.** In 1981 Marcella attended a three day inservice course in P.D. This made her look at discipline methods she was using. It made her aware of how she felt and how the children felt. It helped her relate to children and their individual needs and made you look at your own teaching.

**Process Writing.** This encouraged her to let go gradually. She was frightened as she wanted to hang on to the more formal style. It was a security **but once she saw the results and the different learning situation she began to change.** The main reason was that

she could see the individualization, flexibility, creativity and the interest developed during process writing. It gave her an aspect she had always strived for. The children were not locked into a group or situation but allowed to be individuals.

Reading. Books such as Graves, Turbull etc. made her look at the methods she was using. Language as a whole was more important. Phonics were not important. Teaching became motivational and she was able to bolster the childrens confidence. She used the childrens language more aptly.

People.

Allen - Principal - Allen's genuine concern with the children encouraged enthusiasm. His professional background and knowledge allowed him to get the most out of everybody. His involvement with the children mirrored his high expectation. He was able to analyse my areas of need and was always a good model.

Helen -Assistant Principal- She always encouraged and enthused me by example and demonstrated her high expectations. Her personal relationship with the staff had been helpful. Suggesting I change from Kinder to Year 2 was initially traumatic but with rapport and encouragement I changed considerably. The interaction between the two of us was very important.

Margaret. -Assistant teacher - Again example and interaction were the two main reasons I have found Margaret integral in my change.

School. Because it is heavily involved in Curriculum development and because it had a Principal that was fairly dynamic and expected a high standard, change was inevitable. The exchanging of ideas between teachers that were interested in kids make it easier. In-school inservice was constantly stimulating and supplying continual input. It re-defined needs and refreshed you continually.

Glen

Glen came to Figtree in 1978. This was the beginning of his second year out of college.

In 1981 Glen taught a 5th/6th composite of 28 children with 8 E.S.L. children.

Language. Very traditional in all areas. The themes were mainly based on Social Studies. He tried to tie in Library and some other subjects.

Reading. This was virtually non existent,'. The school magazine was used at various levels. These were used for reading for pleasure. Occasionally the children read around the room. The children didn't like reading, particularly the E.S.L. children. Glen felt he really didn't know what he was doing. This was due to lack of college training and no real input at the school and no real communication.

Spelling. This was combined with a very formal grammar program. Spelling lists were given from Words in Action. Sentences were written using the list words. Word building activities and dictation were done regularly.

Composition. This was very formal. a set topic was used but composition was not done on a regular basis. Glen tended to avoid it because he didn't enjoy it and nor did the children.

They did diaries every morning but at this stage Glen didn't really considerate it writing. Sometimes the teacher would reply but not very often. If the children required spelling Glen would just give it to them. His expectations were very low. He accepted what the children handed in as being their best work.

Literature. Glen read to the children nearly every day. This was usually a serialized story such as The Lion, The Witch and The Wardrobe. He couldn't remember if he did SSR. He thinks he did it sometimes.

Theory. Glen's learning theory was based on Piaget's ideas. He believed that the children go from the known to unknown Through stages of development. There was a definite stages called readiness. He was aware of different stages and ability but he didn't know what to do about it. He was too busy trying to keep "afloat" to find out. It was a battle to survive.

In 1985 Glen was teaching a 6th class of 32 children. There were 8 E.S.L. children and 2 Physically Handicapped.

Language. Themes were based on Mt GRavatt with some additional themes on social studies being used.

Reading. Cloze was used to develop predicting strategies as was request. Glen read to them daily and SSR was done daily. Retelling was used for comprehension. Reading was tied in with writing as the children found great delight in reading each others stories. Research skills and note taking were also



developed. They used the library frequently particularly for media skills.

Spelling. Each child had an individual list based on a quota. Glen encouraged them to use words they needed. The quota ranged from 5 to 15. Dictation was done with partners. Each child spelt some words and wrote some words. Some of the spelling activities were putting words into sentences these words went into their dictionaries and errors went into next weeks list.

Writing. This was done daily. The biggest difference apart from use of children's topic was the rise in the teachers expectation.

Theory. Children learnt by experiences. Learning was on going, progressing one step at a time. Teachers needed to have an individual approach and the children needed to complete one step before they progressed to the next.

"Have you changed?" "Yes"

Why? Mainly because of the input of the executive who have validity because they have the knowledge, experience and background. They also have the ability to pass it on in a non threatening manner. The purposed changes were not radical and each teacher was allowed to change at their own pace. Glen commented many times on how this has helped him become more confident. It also helped him develop his background knowledge and a more mature attitude.

Inservice. No none that he could remember.

In-school inservice. The P.D. course done at the school had a marked effect on the school and the individual staff. Staff meetings on writing and language were helpful and the assistance Glen received prior to him going for his list as well as the experience of going for his list was integral in him developing his teaching strategies.

People. Helen because of her input that was backed up with experiences that showed Glen that it worked.

Brian. the fact that Brian came and worked with Glen in the classroom was a big breakthrough in Glen's teaching. This also added to his confidence.

Allen helped by the way he presented change. He overcame the usual resistance to change as well as the mistrust created by the suggestion of change.

Steve. The input particularly in the area of P.D.

Being a supervisor helped to make him more aware of the needs of others.

The turning point came when, after team teaching with a dominant teacher, he was chosen to teach a difficult class in term 2 1982. This boosted his confidence and showed that others believed he could teach.

Glen recognised that he was not a self-motivated person and he did not initiate ideas. The P.E. that he had been a leader of in the school had come from a gradual build up of information over the years.

One of the great features of Glen's change had been the staff at Figtree School. Their attitude and the interaction was very helpful. They were prepared to help and prepared to change. There is no antagonism amongst them and they were willing to discuss problems and show that they cared.

The staff in 1981 and prior to then were negative and "clicky" and the evident "power push" didn't allow for interaction. Glen feels that the change has required a complete new repertoire of skills.



### Teacher Strategy Generalizations

1. Teacher change is characterised by the teacher being able to cater for the children individually.

All teachers made comments that indicated that their teaching was more individualised than four years ago. It was evident now that reading activities were based on individual abilities with more emphasis being placed on individual activities and levels.

Writing was an area where individualisation was predominant. All teachers were doing Process writing now to the degree to which they had developed. They had changed from formal restricted composition to individual work.

Spelling was an area of writing where the individual needs of children were being catered for. One teacher pointed out that spelling was more flexible now with no set lists and lots of awareness and individualisation. Another teacher showed that he was managing individual spelling very capably therefore catering for the needs of the children.

The degree to which teachers had been able to "let go" (relax formality) seemed to be in direct relationship with the quantity and quality of the individualisation. One teacher had "let go" completely and accepted the children as individuals whereas another teacher has not been able to "let go" because she feels that this will undermine her control. She was trying individual lists in spelling but was not confident or comfortable about it. She was still working with very structured groups and not at an

individual level. Another teacher who was not at ease with a primary class (she usually teaches infants) had "let go" to a degree and was beginning to direct writing towards to individualisation. In another class limited individualisation was occurring but this teacher had not "let go" at all. One teacher that was "traditional" had become more individualised although she had not completely "let go".

Individualisation within the teacher's theory was evident in several instances. One teacher stated that she was more aware of differing abilities and was catering more for the individual child. Another had developed a theory of individualisation within his teaching. An individual theory that revolves around the children was a strong point in one teachers theory of learning.

## 2. A wholistic approach to language is evident.

Most teachers were teaching reading as a separate structure in 1981 but by 1985 they had moved to a completely wholistic structure. This meant that all areas were integrated and part of a whole. One teacher stated she had now integrated reading with other strands of language instead of being a separate entity and another had included reading as a part of a whole language program without fragmented pieces.

The connection between reading, writing, speaking and listening through whole language was evident to one teacher and another was

able to understand that writing was definitely united with other language areas. As traditional teaching methods disappear one teacher had been able to move towards a wholistic approach.

3. A move from teacher orientated methods to child orientated programs indicates teacher development.

Programs that were centred around the children now predominate and formal teaching methods were decreasing. One teacher had changed from being locked into static reading groups to a child centred program. The development of child orientated programs was evident in his classroom work also. Another had evolved her whole program around the children and their needs. Everything one teacher was doing was progressing towards a totally child orientated teaching situation where formal teacher orientated methods had completely disappeared and were being replaced by methods attuned to the childrens needs and abilities. Oral language and literature were showing greater variety in one classroom with more child centred activities becoming evident.

4. Development of teachers expectations of childrens performance and behaviour shows further teacher change.

As teachers began to understand individual childrens needs and rates of development their expectation of each child changed. Most teachers underestimated the childrens capabilities. One teachers commented that as he increased his expectations the

childrens performance increased. He had sadly underestimated them. Expectations became an important part in another teachers program as she was able to adjust her expectations of each child according to their development. Yet another teacher stated that her expectations were much higher now she was using process writing. Before she only expected the children to write one correct sentence. Now many children were writing three or more sentences that were much more interesting.

5. Experiential activities play a more important role in the changing teachers program.

Experiences were very necessary as part of the childrens learning program. The teachers realised that children needed these experiences in order to develop concepts and understandings. One teacher recognised that experiences play an important part in the learning process. Another continually ensured that his program is experiential based. Even though most infants teachers used experiences as a part of their program one infants teacher claims that her themes now were more experience based in that experiences were now the core of her theme whereas before it was a culminating activity.

Another form of experiences was immersion in examples of material. One teacher saw immersion in literature as an important factor in her classroom activities. Another teacher pointed out that immersion in print now plays a greater roll in her classroom than it did before.

Change Agent Generalizations

1. Positive interaction with other professionals is indispensable if change is to occur.

Without exception every teacher interviewed made comments that indicated that interaction with other members of staff, executives and consultants played a very important part in their change of teaching processes and practices.

Staff interaction was predominant. This was on both a formal and informal basis. One teacher stated that sharing of ideas with members of staff was very satisfying. You were always able to gain ideas from the interaction with other teachers.

Committees within the school were seen to "provide a forum for sharing and developing professional knowledge and views." While staff meetings particularly workshops, allowed the staff to work together and share others points of view. One staff member pointed out that seeing others point of view broadens your outlook.

Discussions with different members of staff had a positive effect and gave the teachers more to think about. The fact that the staff were willing to discuss problems showed a caring attitude by the staff. Having regular staff meetings enabled them to discuss matters and as one teacher said, "The exchange of ideas between teachers that are interested in kids makes it easier." It was also pointed out that talking and listening to other teachers helps consolidate ideas.

Interaction between staff and executives was mentioned many times. This took the form of interaction through involvement with decision making and strong communication links between executive and staff as well as staff and staff. One teacher indicated that the Principal's interaction with the staff encouraged confidence.

Consultants and other people external to the school were important in the way they interacted with the staff. Some had experienced workshop days when the consultants had been interactive. One teacher found that a special interest group formed outside the school provided discussion and sharing of ideas and reinforced the idea that most important of all was the interaction with other teachers.

Interaction was also mentioned in regard to actual teaching situations. Several of the teachers co-teaching and team teaching stated that this allowed them to talk things over on a professional basis.

It seemed that change is retarded if interaction did not take place. When speaking of a previous school one teacher stated that it was a case of the blind leading the blind. "I really didn't know what I was doing or why. There was no time for professional development. No time talk to anyone."

## 2. Input are contributing factors to change.

All teachers recognised that input played an important in their their change. This input came from many sources such as inservice (external to the school), in-school inservice (staff meetings etc.), personal reading, university courses and through the executive.

On the whole specific inservice courses were not very predominant but several teachers felt that some Language courses, a Personal Development course and a Talented Child course had been helpful. One teacher mentioned that the course given by Yetta and Kenneth Goodman had helped her broaden her aspects of reading and yet another said that the talented child inservice had allowed her to look at the children and made her think more about them.

In-school inservice was subdivided into two sections: a) W.I.B.S. nights and whole day activities and b) Staff meetings.

The Personal Development W.I.B.S.night had a very positive effect on the staff that were in the school in 1981. This has continued and was extended by an in-school day in 1982. It was pointed out that this gave teachers a positive insight into themselves and others. It was the kicking off point for the change that followed.

Staff meetings were considered of assistance from many angles. These were cited as always practical and helpful giving continual

new ideas. One teacher commented that in-school inservice was constantly stimulating and supplying continual input. It re-defines needs and refreshes you continually.

Committees within the school are reported to help in learning about new areas and are awareness raising.

Not all teachers did a recognisable amount of professional reading but those who did commented that ones knowledge was an accumulation of all that is read and seen and done. While another emphasised the fact that reading books on process writing helped her to let go formality. Reading made one teacher "look at the methods she was using."

Teachers doing university courses realized that input derived from these courses gave reading a purpose and allowed ideas to fall into place in such areas as curriculum development.

The executive, according to those interviewed, played an important part in providing input and the theory behind it. They did this by implementation of such programs as Personal Development. It was important that the input provided by the executive demonstrated practical experiences that showed that the theory was valid. People such as supervisors and co-ordinators assisted. Brian Cambourne's input in the classroom and at meeting level was practical and assisted many teachers in the formulation of theory.



3. Demonstration plays an important part in learning a new repertoire.

These demonstrations were usually given in the classroom but were sometimes part of staff meetings and sometimes by example. One teacher pointed out that the Assistant Principal's assistance had been mainly through demonstration and example both in and out of the classroom. Demonstrations were important because one teacher said that once she saw the results of process writing and different learning situations she began to change.

Observing teachers, particularly supervisors and executive, in the classroom helped break down the structured set up that one teacher was used to. The fact that the Principal would come into the classroom and demonstrate different procedures was important. Yet another teacher stated that demonstration and example played a very important part in teaching.

Validity of those demonstrating seemed important. One teacher stated that change occurred mainly because of the input of the executive who have validity because of their knowledge, experience and background.

4. A strong, supportive executive is necessary if change is to occur.

Most teachers interviewed agreed that the executive played an important part in creating change. Other than through previously mentioned situations the executive that combined to create an atmosphere in which change could occur needed to have considerable attributes. Some of the attributes that the teachers recognised were guidance and support as well as direction. Encouragement of endeavours and initiative were important as were enthusiasm and high expectations. One teacher stated that because the Principal was fairly dynamic and expected a high standard change was inevitable. The fact that teachers were always treated as professionals was very important as was the ability to pass on knowledge in a non threatening manner. Proposed changes were not radical and each teacher was allowed to change at their own pace. This style of leadership developed confidence within the teachers. One teachers stated that the Principal helped the teachers by the way he presented change. He over came the usual resistance to change as well as the mistrust created by the suggestion of change. One teacher felt progressive mainly because of executive help.

## 5. Change brought about by decisions made by outside agencies.

Many teachers commented that transferring to new schools and changing from one class to another had a considerable effect on their teaching.

Changing school did not intentionally create change. It was purely organisational. The spin off is that these changes in themselves created change. One teacher stated that change of school made change (in the teaching process) possible. She felt that transfer to any school would cause change but particularly when the change was to a progressive school. Another teacher recognised that changing school had had an on going effect on her teaching. While still another commented that changing schools made a deal of difference mainly because of the different programs they used. e.g. Mt Gravatt. Transfer of executive comes under discussion here as one teacher stated that change of executive can also encourage change.

Changing classes, which is usually designated by the executive, was another agent of change. One teacher expressed that one of the biggest changes came when he was given the opportunity to move from primary to infants classes. These changes at times were traumatic but "with encouragement and support I changed considerably," one teacher said. Particular class situations also played an important part in change. One teacher stated that the turning point in his teaching came when he was chosen to teach a difficult class. Another stated that the situation that

resulted from team teaching helped change to occur. Co-operative teaching helped one teacher to change through interaction and a sharing of ideas.

6. Input by indirect interaction with systems causes change.

By systems I mean such documentation as programs and evaluation and the introduction of a specific language scheme.

The school had slowly introduced a new programming system that developed a "style of programming that is very useful". One teacher felt better organised because of the programming system. She now feels more professional.

As a result of this style of programming a more effective and efficient evaluation system evolved. This method of evaluation made one teacher feel more accountable and therefore more progressive. Another teacher commented that the method of evaluation, developed over the past four years, is a cyclic activity that leads from programs already in use to programs being planned. Up to this point she had not done much evaluation but now she was doing it because it seemed more relevant. In organisations such as schools documentation that is not useful becomes arduous and stagnates. Useful documentation "allows ideas to be put into action."

Mt Gravatt Language scheme encourages theme centred language experiences. One teacher pointed out that it brought whole language learning into perspective and changed the emphasis. Another commented that the introduction of Mt Gravatt started the change in her teaching processes.

7. Giving input to others develops change.

Most of the teachers in supervisors positions or as leaders of committees recognised that these positions were integral in their change. One teacher indicate that being in the position of a supervisor helped her broaden her outlook of things. Having to prepare in-school inservicing ensured that one teacher really organised her thoughts and beliefs in order to be able to pass of the information with authority. One other supervisor commented that being a supervisor helped to make him more aware of the needs of others. The other contributing factor under this generalization was leadership on committees. One committee chairperson stated that leading a committee helped increase awareness in many areas. Another stated that such leadership allowed you to develop professional knowledge and views.

SCALE OF DEVELOPMENT

Teacher	1981	Reasons	1985	Reasons
1	Withdrawn	Found many situations threatening. She was just surviving in her classroom. This is borne out by her statement that children learn if they do as they are told and the frustration expressed when she talks about her difficulty with classroom discipline.	Passive Consumer	Accepts ideas and tries to implement them with varying dimensions of success. She willingly tried individualised spelling lists but didn't feel confident about it
2	Entrenched	Had developed, over time, a very set system to which she adhered without waiver. She used texts for formal work and had a set pattern of using flash cards, stencil books and reading cards.	Passive Consumer	Doesn't seek new ideas but will "have a go" at new concepts once she had made sure that it was going to work. Even though spelling was individualised in her grade she still sets exercises and keeps rigid records. Skills that were concerned with conventions were concentrated on.

Teacher	1981	Reasons	1985	Reasons
3	Entrenched	Felt very secure in her classroom with a very set program. Set texts and routines such as spelling were organised with little account taken for differing abilities.	Passive	Now willing to be drawn into new initiatives. She was willing to try individualised spelling but felt it didn't work. She was also growing in her understanding of process writing.
4	Passive Consumer	Using a variety of ideas but was not seeking new input. She used ideas from Metheun, Break-through, and pre-writing and reading stencils because that's what she had been taught in College.	Active Consumer	Now easily drawn into new initiatives and is willing to try new ideas. She now questions old routines and has adopted process writing and whole language learning readily. Her understanding of Personal Development has helped her with new ideas about children and their individual needs.
5	Entrenched	Operating at a survival level. He was busy trying to "keep afloat". It was a battle to survive. His comment that the executive in 1985	Passive Consumer	Not a self starter but can be drawn into initiatives such as process writing. A lot has been done to help him maintain his momentum

Teacher	1981	Reasons	1985	Reasons
5		were able to pass on knowledge in a non threatening manner and was able to overcome the resistance to change as well as the mistrust created by the suggestions of change, indicates that he must have felt very threatened by suggestions of change in 1981.		direct input from other professional people such as Brian Cambourne.
6	Passive Consumer	Receptive to ideas of others but needed encouragement. New teachers arriving at her school brought new ideas and this encouraged her to begin to read up on different subjects.	Active Consumer	Now seeks ideas and information and is easily drawn into new initiatives. Team teaching has been one of the initiatives. The fact that questions that were asked were answered and followed through indicates that she seeks ideas and information.



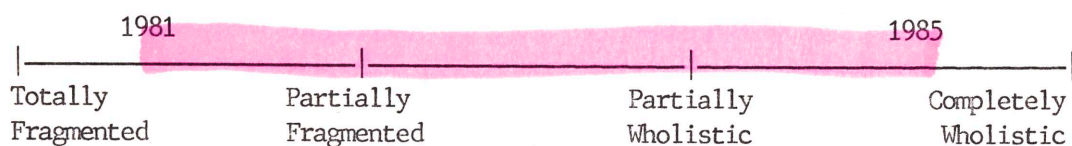
Teacher	1981	Reasons	1985	Reasons
7	Active	Being in the position of an executive attempted some initiatives but lacked information and experience to actually initiate many changes. Such ideas as team teaching and free writing were attempted but no real initiatives were formulated.	Omnivore	Now initiates with considerable energy many ideas, enthusing others to join her and put these into action. The energising and enthusing are emphasized by comments from other teachers.
8	Entrenched	Was locked into a system with little interaction with other professionals. He states that he did what was expected with nothing at a personal level. He was not really conscious of any theory he just did as the Principal said without question.	Active Consumer	Is easily drawn into arising opportunities. He is willing to try new ideas such as whole language learning and team teaching which has given rise to his theory that children learn by doing.
9	Passive Consumer	Was willing to try change but lacked the opportunity	Active Consumer	Now actively involved in establishing new ideas

Teacher	1981	Reasons	1985	Reasons
		ty to develop. She states that she didn't really know what she was doing or why. "There was no time for professional development or interaction.		through her involvement on committees. She seeks information that leads to changing techniques.
10	Entrenched	Was surviving at a classroom level but was locked into a system. She was using set texts with a traditional executive that didn't encourage change to more modern modes of teaching. They were willing to show you how <u>they</u> wanted it done.	Passive Consumer	Tries to pursue new ideas but lacks the opportunity to do so as she does not have a regular class. She is trying process writing but is having difficulty with individualized spelling lists.
11	Withdrawn	Was locked into many systems organised by the school and saw no reason to change them, for example, the Principal's 100's Spelling Club.	Entrenched	Feels comfortable about her teaching method and although some of her ideas have changed she rarely seeks ideas or assistance.

# DIMENSIONS OF CHANGE

Teacher Marcella

## Fragmented to Wholistic Dimension



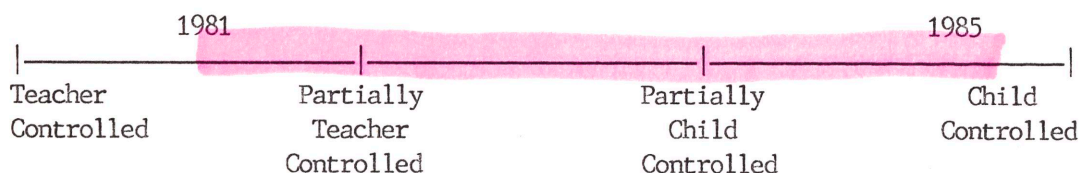
### **Reasons.**

1981 - Separate subject areas with minimal integration through theme work.

1985 - Fully integrated and experientially centred language learning.

Time table still segmented.

## Teacher Controlled Learning to Child Controlled Learning Dimension



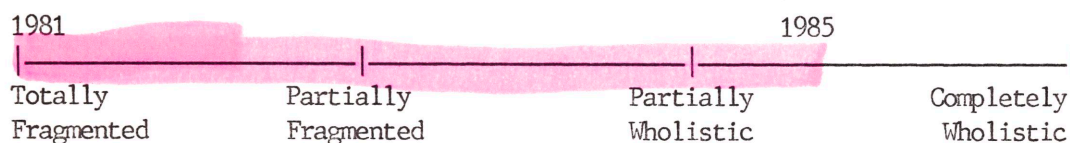
### **Reasons.**

1981 - Some set texts being used. e.g. Breakthrough. Set Groups used for reading.

1985 - No set texts used. Lots of individual progression with childrens needs foremost.

Teacher Glen

Fragmented to Wholistic Dimension

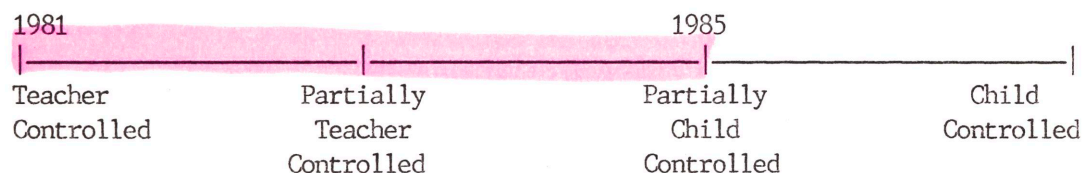


**Reasons.**

1981 - Very formal methods used. Subjects were divided and each area was unrelated.

1985 - All areas interrelated and centred around experience. Timetable is still divided into subject areas.

Teacher Controlled Learning to Child Controlled Learning Dimension



**Reasons.**

1981 - Set texts used. No groups or individual work evident. Theory related to lock stepped progression.

1985 - Still no groups evident but lots of individual work done. Still believes in lock step progress.

# Teacher Strategy Charts

## Marcella

1981 Strategies	1985 Strategies	Change in Strategies
<p>Reading:</p> <p>Methuen little books.</p> <p>Breakthrough.</p> <p>Board stories.</p> <p>Reading separate to language activities.</p> <p>Check lists for readers.</p> <p>Phonics important.</p> <p>Flash cards used.</p>	<p>Individual reading and writing.</p> <p>Shared book experiences</p> <p>Board stories used for demonstrations.</p> <p>Games.</p> <p>S.S.R.</p> <p>Take home reading.</p> <p>Phonic no as important.</p>	<p>Activities now based on individual ability of children. Child orientated not scheme or teacher orientated.</p> <p>Now part of language, not fragmented.</p> <p>Phonics relegated to a lesser place.</p>
<p>Writing:</p> <p>Breakthrough</p>	<p>Integrated with and central to language activities. Flexible, Able to "let go".</p>	<p>In 1981 it was completely teacher orientated</p> <p>In 1985 it was child orientated. Free. Part of language.</p>
<p>Stencils:</p> <p>Pre reading to differentiate symbols.</p> <p>Pre writing for letter shapes.</p>	<p>Very few, carefully selected and constructed.</p>	<p>Shift from doing stencils because I was told to, to really thinking about what you are doing.</p>

1981 Strategies	1985 Strategies	Change in Strategies
<p>Comprehension:</p> <p>Stencils with some predicting.</p> <p>Correctness important</p>	<p>Integral in reading.</p> <p>Cloze.</p> <p>Evaluation.</p>	<p>Sometimes isolated but mostly used within the framework of language.</p>
<p>Literature:</p> <p>Stories three times a day. Some poetry.</p>	<p>Stories: fiction and non-fiction. Theme related. Immersion.</p>	<p>Always prominent now more theme related. Immersion important.</p>
<p>Themes:</p> <p>Mostly Social Studies with some language.</p>	<p>Based on language</p>	<p>Not much change.</p>
<p>Theory:</p> <p>Everything must be corrected. Some connection between reading, writing etc.</p>	<p>Learning is a natural process. Children encouraged, not pressured</p> <p>Learning through demonstration. Not "up front " teaching. Reading, writing etc. connected. Learning is a co-operative activity.</p>	<p>Shifted from teacher centered to child centered</p> <p>Connections within language very obvious.</p>

Glen

1981 Strategies	1985 Strategies	Change in Strategies
<p>Reading:</p> <p>Virtually non existent</p> <p>School magazines - reading for pleasure.</p> <p>Occasionally read around the room. Teacher unsure of requirements</p>	<p>Cloze and request for predicting. Daily S.S.R.</p> <p>Retelling for comprehension. Tied in with writing. Research skills note taking, developed.</p> <p>Library used frequently.</p>	<p>Much more done. Actual strategies worked with.</p> <p>Children encouraged to read</p> <p>Used more child orientated programs. Tied all strands of language together.</p>
<p>Spelling:</p> <p>Combined with very formal grammar. Lists from texts. Sentences for words. Word building. Dictionary work.</p>	<p>Individual lists based on a quota. Encourages them to use words they need. Dictation done with partners.</p>	<p>Individualized work catering for the children's individual needs.</p>
<p>Writing:</p> <p>Very formal, set topic not done on a regular basis. Tended to avoid it. Diaries every morning. Teacher would give words they needed. Expectation low.</p>	<p>Done daily. Teachers expectations much higher.</p>	<p>Not traditional any more</p> <p>Child centred.</p> <p>Expectations changed.</p>

1981 Strategies	1985 Strategies	Change in Strategies
<p>Themes:</p> <p>Traditional mainly Social Studies based.</p>	<p>Mt Gravatt and Social Studies.</p>	<p>Less traditional moving towards wholisitc.</p>
<p>Literature:</p> <p>Read to children nearly every day. Serialized stories. Some S.S.R.</p>	<p>Read daily.</p>	<p>Not much change.</p>
<p>Theory:</p> <p>Piaget - to known from unknown. Stages of development. Readiness. Different stages and abilities Was battling to survive.</p>	<p>Children learn by exper- inces. Learning is on- going. Teachers must have individual approach. Children need to complete one step before continuing to the next.</p>	<p>Developed from text book theory to individual theory that revolves around the children's needs.</p>



